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ABSTRACT

The Appalachian Developing Institutions Consortium, consisting of eight two-year institutions in western North Carolina, evaluates its four major programs through internal evaluation teams as well as externally through the Southern Association of Colleges and Schools. The four programs involve student recruitment, comprehensive support services, curriculum and instruction, and systems development and long range planning. Full descriptions of the objectives of each program are given. Evaluation procedures are discussed, and results of both internal and external evaluations are presented. Progress reports describing the types of programs conducted by the individual member institutions are provided. (AH)

U.S. DEPARTMENT OF HEALTH
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EDUCATION

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APPALACHIAN DEVELOPING INSTITUTIONS CONSORTIUM

Member Institutions

Asheville-Buncombe Technical Institute
Caldwell Community College & Technical Institute
Catawba Valley Technical Institute
Haywood Technical Institute
Isothermal Community College
Southwestern Technical Institute
Western Piedmont Community College
Wilkes Community College

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PROGRESS REPORT NO. 6
EVALUATION OF THE CONSORTIUM'S PROGRAMS
1971-72 to 1973-74

based on a review of accomplishments
for the period
January 1 to June 30, 1974

JC 750 109

Funded through the Title III, Higher Education Act, 1965

Coordinating Institution
Wilkes Community College
Wilkesboro, North Carolina 28697

Assisting Institution
Research Coordinator's Office
Office of University Research Services
Appalachian State University
Boone, North Carolina 28607

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APPALACHIAN DEVELOPING INSTITUTIONS CONSORTIUM

PROGRESS REPORT NO. 6

A Report on Consortium Activities

during the Period of

January 1 to June 30, 1974

This Consortium, Officially Titled as the

Appalachian Consortium Special Development Project,

Has Been Funded Under Title III, Higher Education Act.

(P.L. 89-329)

Edited by

Elmo Roesler

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CONSORTIUM PERSONNEL

Asheville-Buncombe Technical Institute

President: Mr. Thomas W. Simpson
Executive Committee Member
and Research Coordinator: Mrs. Sara Morris

Caldwell Community College and Technical Institute

President: Dr. H. Edwin Bean
Executive Committee Member: Dr. Donald Altieri
Research Coordinator: Dr. Jagdish Mathur

Catawba Valley Technical Institute

President: Mr. Robert E. Paap
Executive Committee Member: Mr. Bruce Bishop
Research Coordinator: Mr. Steve Lail

Haywood Technical Institute

President: Mr. M. C. Nix
Executive Committee Member
and Research Coordinator: Mr. Gary Melville

Isothermal Community College

President: Mr. Fred J. Eason
Executive Committee Member: Dr. Edward Donovan
Research Coordinator: Mr. Stover Dunagan

Southwestern Technical Institute

President: Mr. Edward E. Bryson
Executive Committee Member
and Research Coordinator: Mr. Eric Brady

Western Piedmont Community College

President: Dr. Gordon Blank
Executive Committee Member
and Research Coordinator: Dr. Edwin Chapman

Wilkes Community College

President: Dr. Howard E. Thompson
Chairman of Executive Committee:
Dr. William R. Richardson
Research Coordinator: Dr. William Snyder

PERSONNEL OF OTHER WESTERN NORTH CAROLINA TWO-YEAR INSTITUTIONS JOINING IN CONSORTIAL ACTIVITIES

Blue Ridge Technical Institute

President: Dr. William D. Killian
Executive Committee Member
and Research Coordinator: Mr. Robert Hill

Forsyth Technical Institute

President: Mr. Harley P. Alfeldt
Executive Committee Member: Mr. Paul Apple
Research Coordinator: Mr. Charles King

McDowell Technical Institute

President: Mr. John A. Price
Executive Committee Member: Mr. Jerry Van Dyke
Research Coordinator: Mr. O. W. Brackman

Mayland Technical Institute

President: Dr. O. M. Blake, Jr.
Executive Committee Member
and Research Coordinator: Dr. Don Baucom

Surry Community College

President: Dr. Swanson Richards
Executive Committee Member
and Research Coordinator: Mr. Carlos Surrat

Tri-County Technical Institute

President: Mr. Vincent Crisp
Executive Committee Member
and Research Coordinator: Mr. Carl Moore

ASSISTING INSTITUTION

Appalachian State University

Chancellor: Dr. Herbert W. Wey
Executive Committee Member: Dr. Robert E. Reiman
Consortium Research Coordinator: Dr. Elmo Roesler
Special Research Assistant: Mrs. Judy Hollers

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EVALUATION TEAM FROM SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS RECOGNIZES THAT CONSORTIUM PERSONNEL HAVE CREATED A MODEL COOPERATIVE ARRANGEMENT

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The original objectives for which The Consortium received Title III funding were to develop, implement, and evaluate applied research studies, a business-industry survey, and management information systems for eight community colleges and technical institutes in western North Carolina.

It is a tribute to all Consortium personnel that they have taken the above listed cooperative program purposes and, in the three years since 1971, translated them into institutional and interinstitutional projects which have vastly improved administrative processes, placed curricular program planning in alignment with the local populations' career needs and the job market demands evidenced by the regions' business and industries, and produced thoroughly conceived, data supported long-range plans for each institution.

The following statements, made June, 1974, by the Evaluation Team from the Southern Association of Colleges and Schools, attest to the Consortium's having a spirit of cooperation, fine procedures for administering projects, and a list of excellent applied research, systems development, and long-range planning accomplishments.

Cooperative Spirit

Most important to the consortium representatives was the fine spirit of cooperation which they felt existed between them...

Model Consortium Procedures

It seems obvious that the fine procedures which have been developed by the consortium representatives for planning consortium-wide activities should be continued. The established procedures have produced an effective and sensible model for institutional cooperation--one that could well serve as a model for other institutions.

Superior Research, Systems Development, and Planning Programs

The team was impressed by the high level of cooperation among the institutions and with the consortium staff. The research projects were well conceived, the survey instruments were expertly developed, the survey process was carried out exhaustively, the data were promptly processed, and the findings were, in most cases, returned on schedule. In some cases, such as the business-industry

survey the whole concept was a surprisingly ambitious one - surpassing in scope and comprehensiveness most such surveys. The central staff of the consortium has not been content with furnishing the data but has been both willing and effective in helping the participating institutions understand how the data could be interpreted and used. It is unusual to find such a quick utilization of data produced by a research project.

All of the institutions are rapidly developing a data bank which will make it possible for them to systematize their management and base decisions upon hard data. The institutions comprising the consortium will be far ahead of other institutions in the state in long range planning based upon data.

In summary it is rare to find a research project so efficiently carried out and to find the results of the research put into the planning and decision making process of the institution so promptly and thoroughly. The funds expended in this project have produced far beyond the return usually found in such projects.

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The Consortium has been a success because a group of dedicated representatives from the western North Carolina community colleges and technical institutes made a firm human commitment to putting the cooperative program concept into practice. The Consortium Executive Committee and the Research Coordinators in both formulating and implementing cooperative and individual institutional programs have brought to their work qualties of idealism and imagination, on the one hand, and pragmatism and critical perception on the other. The whole enterprise has thus been guided by imaginative leadership and the work ethic, a combination of elements that offer a group the best opportunity for success.

Two of the leaders who have played, during the last three years, indispensible roles in building this model cooperative arrangement have indicated a desire to have others take up many of the responsibilities they have held. It remains to be said that we will miss their presence at the helm, and we thank them for their contributions.

DR. WILLIAM RICHARDSON
Vice President of Planning and Development
Wilkes Community College

Bill served as Executive Committee Chairman for fiscal years 1971-1973. He continues to represent his institution as an Executive Committee member.

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MRS. SARA MORRIS
Chairman of the Office Education Department
Asheville-Buncombe Technical Institute

Sara served as an Executive Committee member and a Research Coordinator for fiscal years 1971-1973. She has resigned both responsibilities to assume full-time chairmanship and instructional duties.

The Consortium is fortunate to have the leadership and talent of other veterans who have served and continue to work for the cooperative arrangement.

It is a tribute to all CONSORTIUM PERSONNEL that the cooperative arrangement has grown in concept and in its programs to include fourteen community colleges and technical institutes in the to be incorporated Western North Carolina Consortium.

The 1973-74 Projects Reviewed by the External Evaluation Team

The objectives of the 1973-74 Title III proposal related to four main areas: (1) recruitment; (2) support services and retention; (3) instructional program improvements; and (4) institutional research. The full statements of objectives were:

1. To develop and implement a cooperative and effective recruitment program so that each member institution will, on the average, increase its total enrollment by at least 10%, all with various target group(s) persons, by the end of 1975.

2. To develop a special, more comprehensive support service program which will foster more effective learning and career placement for all students and the retention of close to 65% of the target groups recruited.

3. To do additional planning for identification of new program needs and to provide for more adequate utilization and substantial modification of the existing instructional program to meet the educational/career needs of all students with emphasis on the target population.

4. To conduct research (as the basis for long-range planning) toward resolving the educational/career needs of actual and potential member institution students and toward developing a comprehensive, coordinated plan of initial systems development which, implemented in phases to be completed by the end of 1976, will substantially

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enhance management effectiveness, as measured by the success of all objectives, involvement in the management training programs and positive reaction thereto, and measurable response commitment (time, personnel release, compliance to high level aid needed and requested, etc.).

Since full funding of the Title III proposal was not provided, a contingency plan was adopted which emphasized continuation of Objective 4, cooperative research for institutional program development, implementation, and evaluation. Objectives 1, 2, and 3 were left up to local institutional initiative during 1973-74.

Dr. George Seward and Mr. Hugh Fordyce represented The Southern Association of Colleges and Schools as the External Evaluation Team. Meeting individually with the Consortium members from each institution, the Evaluation Team reviewed institutional activities tied to the above stated objectives. Appendix A of this document has the complete external evaluation report under the title "Evaluation of the Title III Programs at the Appalachian Consortium."

The elements of the cooperative and/or institutional programs reviewed by the External Evaluation Team have been succinctly described below.

It should be noted that the full evaluation, internal and external, of the program objectives appears in the section containing evaluation procedures and results.

The major consortial programs are as follows:

Recruitment Program

Eleven institutions conducted The High School Student Survey for 10,596 seniors, obtaining specific information about each students' career needs and educational plans. The survey results, including lists of students' names, were exchanged in a cooperative recruitment effort. The institutions also engaged in special recruitment activities; e.g., using student or peer group counselors, involving and even hiring high school counselors for recruitment, and providing joint high school and college/institute in-service training sessions for counselors. The evaluation report stated that efforts have been made to contact such diverse groups as veterans, mothers whose children are now independent, the underemployed and the unemployed.

Comprehensive Support Services Program

The evaluation report noted that limited funding prohibited, generally, institutional involvement in this program. The colleges and institutes have plans to foster more effective learning and career placement by a cooperative effort to upgrade student service activities. These activities, so far, have included the employment at several institutions of specialized

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support services personnel, the assignment of counselor associates to various target groups, the holding of workshops to acquaint faculty and staff about the specific needs of disadvantaged persons, the establishment of financial aid programs for the target group, and the overall consortial effort to roll back attrition rates in the target group populations.

In the 1974-75 year, the Consortium will devote, through regional meetings of a Student Services Task Force, a cooperative program to improve support services.

Curricular and Instructional Program

While the record of each college or institute's acitivites regarding the development of new education-training programs and instructional techniques appears in the full evaluation report, several facts concerning the institutional and consortial efforts to improve curricular programs deserve to be mentioned.

The evaluation team approved of the institutional strategies of not segregating students who have particular needs in skill development by placing them into non-credit remedial classes. The most common approach in the Consortium institutions has been to implement developmental program components that individualize the instructional methods in basic courses and/or provide skills through learning laboratory experiences which supplement regular classroom instruction.

Innovative features related to curricular and instructional programs in the Consortium institutions include the following:

1. Holding in-service workshops to assist instructional staff in meeting the needs of the disadvantaged.

2. Implementing developmental studies programs with numerous individualized courses.

3. Testing, orientating and counseling target group persons so that evaluation of a student's progress, as well as the instructional program, becomes a continuous process.

4. The use of in-house student surveys and of alumni and attrition studies to supply feed-back on the course content and instructors' teaching methods.

5. Intensive studies of student learning styles through such techniques as cognitive style mapping.

Without exception the institutions have utilized the information from the applied research studies and the business-industry survey in modifying existing curricular programs and planning more activities to serve the needs of the target population.

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Research, Systems Development, Long-range Planning Program

As indicated in earlier progress reports, the purpose of the Consortium's research component was to conduct applied research studies, to support institutional long-range planning, and to implement a systems approach to management in the member institutions.

Since the major portions of institutional efforts and budgets were expended on the research program objective, the External Evaluation Team observed that the evaluation process, itself, should reflect such emphasis. The evaluation of The Southern Association of Colleges and Schools was that the Consortium's applied research, systems development and long-range planning activities were exemplary -- revealing the membership's fine organizational talent and cooperative spirit.

The applied research studies conducted in past years have included the High School Student Survey, the Alumni Survey, and Follow-up Survey (an attrition study). The Research Coordinators group have met regularly to revise the survey instruments, to improve methods for administering the studies, and to increase the institutional use of survey results. Because of the success the Consortium has had with these studies, the number of institutions joining in the individual studies has grown as follows:

> Eleven institutions worked cooperatively in administering the high school survey to 10,596 seniors, utilizing the results of the study for recruitment, counseling, curricular program modification, long-range planning, and Consortium vo-tech trend data.
>
> Nine institutions conducted alumni and attrition studies, utilizing the data for curricular program review, counseling, business-industry survey job/curriculum program clusters, and vo-tech program planning.

In developing long-range plans, Consortium members not only used the applied research information noted above, but also incorporated the results of the business-industry survey.

> The business-industry survey was conducted by ten community colleges and technical institutes. Data were obtained on past, current, and future job market conditions regarding the placement of graduates and early leavers with marketable skills from technical and vocational programs of the Consortium technical institutes and community colleges. The results of this survey, being administered in twenty counties of the North Carolina Appalachian Region, will be used (1) to modify curricular offerings so that they are in keeping with current and projected job market needs of employers and (2) to prepare institutional long-range plans required June 30, 1974 by the North Carolina Department of Community Colleges. The long-range plans for Caldwell Community College and Technical Institute, Catawba Valley

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Technical Institute, and Haywood Technical Institute have been submitted to HEW along with this report.

A long-range planning workshop was held in February at Western Piedmont Community College. Attending this meeting were representatives of institutions in western North Carolina and from the Department of Community Colleges. The workshop produced guidelines for developing long-range plans and a statement concerning the use of research data for college/institute plans. Mr. Gary Melville, later, represented the Consortium on a statewide committee which accepted many of the planning guidelines that were drawn up at this workshop.

The development and implementation of student data, registration, payroll, and other systems for Consortium institutions has been a goal since 1971. With the assistance of Appalachian State Univeristy Computer Center and its Director, Dr. Art Gloster, seven institutions have implemented computerized student data systems to aid the overall management and control of academic and administrative information.

The computerized student data system, which has been designed to facilitate the acquisition of data for institutional management systems, student accounting, and research applications, has the following advantages.

1. Rapid and improved accuracy in records and accounts.
2. Personnel relieved of clerical duties.
3. Continuing education of personnel.
4. Institutional research and long-range planning.

Computer registration is the key to building a retrievable student data system. The printouts from the registration include the following management records:

1. Three- and twelve-day class rolls.
2. Enrollment reports (departmental headcount/FTE, enrollment in individual curricula by part-time, full-time, male, female, new freshmen, suphomores, transfers, day/night, etc.).
3. Seat utilization report.
4. Student program cards (locator cards).
5. Student directories.
6. Fees and tuition charges report.
7. Instructional load report.
8. Graduating students report, and summary of hours earned.

Work is progressing on an administrative/financial data system for two-year institutions in North Carolina.

These are the major programs evaluated by Dr. Seward and Mr. Fordyce.

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Evaluation Procedures and Results

The evaluation procedures have been incorporated into the "Summary of Evaluation Statements on Cooperative Program Objectives" in Appendix B. This paper lists the project original and modified objectives, notes the institutions that have variantly sought to achieve the objectives, and provides process and product evaluation statements to be judged by both internal and external evaluation teams. This summary evaluation paper has been devised so that it could be the record of internal-external evaluation and the Consortium document to be submitted with the final project evaluation report to HEW Title III Officials.

The evaluation procedures, all identified as parts of the above described "Summary of Evaluation Statements on Cooperative Program Objectives," are as follows:

1. Establish teams of internal and external evaluators.
2. Modify the original Title III Consortium Proposal 1973-74 objectives.
3. Note the variant institutional involvement in the cooperative programs aimed at achieving the modified objectives.
4. Collect needed evaluation data for both cooperative program and individual institutional program activities related to work on modified objectives.
5. Examine institutional budgets noting for external evaluation teams how budgets reflect variant institutional work on project objectives.
6. Write (internal evaluation team) evaluation statements for both processes and products tied to the modified objectives. These statements appear in the summary Evaluation Table.
7. Internal and external evaluation teams concur on the evaluation procedures and edit the evaluation statements.
8. Internal evaluation team registers its evaluation of achievement of project objectives, utilizing an evaluation team for comparative (internal-external) evaluation purposes.

The 1973-74 Title III Consortium Proposal Objectives were modified and were appraised by internal and external evaluation teams. The accompanying three-page Evaluation Table is really a summary of evaluation findings, since it contains the responses of both teams to objective-based evaluation statements.

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Evaluation Table

A Composite of Internal and External Means for Evaluation Statements

The 1973-74 Title III Consortium Proposal objectives were modified and became the basis for sub-objective process and product evaluation statements. Using a five point scale, these statements were reviewed by internal and external evaluation teams. This evaluation design thus produced a quantitative comparison, stated as means ($\bar{X}$'s), between the evaluation responses of internal and external evaluators.

The five point scale was developed as follows: [1] = Little Accomplishment, [2] = Some Accomplishment, [3] = Moderate Accomplishment, [4] = Substantial Accomplishment, and [5] = High Accomplishment.

Modified Consortium Objectives	Internal Evaluation Means	External Evaluation Means
Objective 1. To develop and implement, at the option of the individual institution, a cooperative and effective recruitment program (with variance, where necessary) so that each member institution will increase by variant percentages enrollment of target group persons by the end of 1973.		
Process Evaluation Statements		
a. Institutions developed and shared recruitment/outreach ideas and techniques.	3.14	3.25
b. Institutions joined in recruitment efforts to enroll target group persons.	3.14	3.50
c. Institutions used applied research data (high school survey, etc.) in recruitment efforts.	4.00	3.00
Product Evaluation Statements		
d. Institutions increased (by variant percentages) enrollments among target group populations.	2.85	2.00
Objective 2. To develop special programs which will foster more effective learning and career placement for all students and, by variant percentages, retain the recruited target group persons.		
Process Evaluation Statements		
a. Institutions have developed and utilized special counseling practices to meet the needs of target group students.	2.33	2.88
b. Support services personnel -- as far as assessment, advising, orientation, co-curricular enrichment, and job placement activities are concerned -- have developed ideas and techniques aimed at meeting the needs of target group persons.	3.17	3.00
c. Institutions, through support services personnel, have sought to involve public agencies in a collective effort to identify and meet the needs of target group persons.	3.00	2.75
Product Evaluation Statements		
d. Institutions improved (by variant percentages) the retention of target group persons.	2.80	2.25

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Evaluation Table
(continued)

Modified Consortium Objectives	Internal Evaluation Means	External Evaluation Means
Objective 3. To plan, implement and evaluate curricular program elements -- modifying existing instructional programs where necessary -- in order to meet the educational/career needs of all students and (where possible) giving attention to the target group.		
Process Evaluation Statements		
a. Institutions, on an individual basis, developed, implemented, and evaluated developmental studies programs.	3.40	2.13
b. Institutions, on an individual basis, held in-service training sessions to prepare instructors for the teaching of target group persons.	2.83	2.30
c. Institutions, on an individual basis, made efforts to integrate support services activities into the curricular/instructional plan to improve the learning experience for target group persons.	2.67	2.25
Product Evaluation Statements		
d. Institutions produced, through the use of Research Coordinators Planning Guides, a data based assessment of curricular program inputs and outputs (past and projected).	3.50	3.00
Objective 4. Since this research and planning objective pertained, as written, to an integrated program to be carried out as stipulated in the original proposal (1973-74) the modification of this objective included a continued and new attack on those objective-related areas: (a) applied research studies, (b) institutional long range planning, and (c) systems development and implementation in the two-year institutions.		
Evaluation Statements		
a. Institutions worked cooperatively in designing, administering and preparing business-industry survey results.	4.50	4.38
b. Institutions improved relationships with area business firms and gained valuable job-market planning information.	4.25	4.50
c. Institutions used job-market information, producing output-oriented long-range plans for meeting the education training needs of all persons (including target group) in service areas.	3.57	3.63
d. Institutions worked cooperatively in administering the high school survey and utilizing the results for academic and administrative purposes.	4.38	4.50
e. Data from the high school survey was utilized for recruitment, counseling, institutional research analysis, curricular program modification, long-range planning, and consortium vo-tech trend data.	4.29	3.88
f. Institutions administered and utilized results of alumni and attrition studies.	3.75	3.50
g. Data from alumni and attrition studies was utilized for curricular program review, counseling, business-industry survey job/curriculum program clusters, and vo-tech program planning.	3.50	3.13

Evaluation Table
(continued)

Modified Consortium Objectives	Internal Evaluation Means	External Evaluation Means
Evaluation Statements (continued)		
h. Institutions worked cooperatively in gathering, assessing, and utilizing data on the western North Carolina region to the development of individual long-range plans.	3.75	4.00
i. Institutions are producing or have produced long-range plans.	3.43	3.25
j. The implementation of the computerized student data systems aided the overall management and control of academic and administrative information.	4.20	3.13
k. The implemented computerized management information systems improved information control and flow, providing reports for administrative service and student service units.	4.20	2.75

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CONSORTIUM INSTITUTIONS: PROGRESS REPORTS ON INDIVIDUALIZED PROGRAMS

The eight two-year institutions receiving Title III funds have identified and worked upon individual projects related to The 1973-74 Proposal Objectives: (1) recruitment, (2) support services and retention, (3) instructional program improvements, and (4) institutional research and systems development. The aim of all the projects has been the creation of education/training programs particularly suited to preparing students for the jobs available in the communities.

The individual programs of each community college and/or technical institute have been described, below, by the research coordinator or executive committee member representing his institution.

ASHEVILLE-BUNCOMBE TECHNICAL INSTITUTE

Narrated by Mr. Harvey Haynes, Dean of Instruction

Asheville-Buncombe Technical Institute has continued through the school year to develop new objectives and rewrite course outlines encompassing the humanizing methods of instruction. One curriculum has moved into the programmed approach and many of the supporting courses in general education are now available as a duel system for students. The Institute is still feeling the impact of the educational conferences that we conducted concerning new approaches to instruction made possible by Title III funded workshops.

A workshop was conducted for forty Institute employees in the techniques of interviewing in an effort to prepare for the business-industry survey that was conducted in April and May. Each of the Institute employees was assigned from five to fifteen individual business establishments to interview and the information gathered is now being assembled for the master plan of Institute development. All businesses employing over fifty employees were surveyed and approximately thirteen percent of those under fifty were included. The impact of this survey will be forthcoming and long lasting as the Institute plans for the future.

As a result of the experience gained from the information given from a previous student personnel data system, the Institute secured a data processing technician from Institute funds to continue the program on the local computer. This technician was able to write all programs and implement the system for the fall quarter of operation and this could not have been accomplished without the previous association with a data system.

Asheville-Buncombe Technical Institute is now completing a long range plan for future development, and the major points of data input come from the data gathered through the Appalachian Title III Consortium.

CALDWELL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE

Narrated by Dr. Jagdish Mathur, Physics Instructor

During the 1973-74 year, Caldwell Community College and Technical Institute, with the help of funds provided by Title III, was actively engaged in activities directed at the total development of the institution. Noted below are the activities.

1. Institutional Research and Development

The follow-up study on attrition students -- early leavers with marketable skills -- for the 1972-73 academic year has been completed, and the results are being processed. The alumni study on our 1973 graduates has also been conducted during this reporting period, and the data are being processed to update our alumni computer printout files.

The program coordinator and research coordinator attended a workshop conducted by personnel from the National Center for Higher Education Management Systems. The workshop included the studying and experimental implementation of the Resource Requirements Prediction Model (RRPM 1-6) as it would apply to long-range planning activities at our college. Later, at a Consortium conference on cooperative planning, the program coordinator and the research coordinator made a presentation on the model for community college use.

This year, the college administration decided to develop a five-year long-range plan and our Office of Research and Planning has provided leadership in this endeavor. A proposal dealing with our need to study the problems and procedures of implementing the college's long-range plan was developed and submitted to the committee preparing for the Danforth Foundation Summer Institute. Out of forty applying institutions, only twenty were selected for this institute and Caldwell Community College and Technical Institute was one of the twenty. At the institute the institutional team outlined the five-year objectives for the institutional long-range plan.

During Spring, 1974, Caldwell Community College and Technical Institute conducted the survey on all seniors and juniors in all public schools in Caldwell and Watauga counties. This survey provided us the necessary data for initiation and termination of educational programs as well as data that can be used in long-range planning and recruitment. About two thousand students in public schools provided us the data on their choices of occupational programs, educational plans after they graduate, and image of our institution.

The Office of Research and Planning helped the self-study committee for accreditation by the Southern Association in designing the instrument needed to collect data for their report and processed the data using the computing facilities. Statistical information from the data was also provided by the office.

The research coordinator and program coordinator assisted other members of the consortium in developing the survey instrument for the

business-industry survey. Business-Industry Survey was conducted in the month of April and May with the help of research staff and the faculty. Every business in Caldwell and Watauga counties employing fifty or more employees, and a ten percent sample of businesses with less than fifty employees were included in the survey. This resulted in 121 businesses in Caldwell County and 72 businesses in Watauga County. By using the personal interview technique, institutional personnel who conducted the survey established a relationship with the local industries. This is an important function for an institution whose primary goal is to provide occupational programs. During this survey, the industries also asked the institution to provide training and courses through the Continuing Education Division. About forty such classes were started during the Spring and Summer of 1974.

The institution, in cooperation with American Council on Education, will participate in cooperative institutional research program on entering freshmen. About three hundred freshmen will be surveyed and biographical and demographical data provided the institution with a profile of freshmen.

The Office of Institutional Research and Planning wrote several proposals which resulted in getting funds for planetarium, health manpower project and institutional portion of FY-75 consortium proposal.

The institution has benefited from cooperative research and its potential in long-range development of the institution. Consequently, the Office of Research and Planning has been established and these activities have been integrated into institution's operations.

2. Recruitment of Target Groups and Upgrading of Student Services

During the Summer of 1973, with the assistance of Title III funds, Caldwell Community College and Technical Institute conducted an extensive recruitment program for disadvantaged persons.

Innovative recruitment approaches stressed the use of student recruiters, one-to-one information sessions, phone contacts, and advertising media. All these activities were coordinated by a certified counselor who secured the complete drop-out lists of high school students who had no educational plans. For these students, special counseling sessions were conducted where information on financial aid and employment prospects were discussed. Also, new admission policies such as continuous registration removed the tradtional barriers imposed on the target group students. With the help of cognitive style mapping, learning styles of students were identified and new learning strategies were designed to provide educational opportunities to the students.

With the help of high school image study, Caldwell Community College and Technical Institute collaborated with other institutions in the consortium on recruitment of students. We exchanged the names and addresses of students with other institutions to make student recruitment a cooperative effort for the students in our consortium area.

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3. Professional Development of the Faculty and Staff to Serve the Students More Effectively

Caldwell Community College and Technical Institute has an ongoing professional development program encompassing every faculty and staff member of the institution. A committee consisting of faculty members, administrators, and members of staff has been given the responsibility to administer a comprehensive professional development program in light of the goals and objectives of the institution and to the extent possible due to fiscal restraints.

Two programs were conducted in which a large majority of faculty, staff and administrators participated. The first was a session to get the input from everybody in the institution for the purpose of long-range planning. The second session was an inservice training program in first-aid designed by American National Red Cross Society.

Members from the clerical staff attended a conference on work processing and made recommendations to install a center on our campus. We anticipate having the center in operation by January, 1975.

Consultants were invited to hold a workshop on the usage of cognitive style mapping in designing the different strategies and methodologies for instructions incorporating different cognitive styles of learning of our students.

About forty faculty and staff members attended workshops, training programs and conferences in their area of specialization.

The institution has made a commitment to continue the professional development activities after the funding from Title III ceases. A certain portion of institutional budget will be allocated to carry on.

Conclusion

With the help of Title III funds Caldwell Community College and Technical Institute is reaching a segment of population which has been cut off from the mainstream of American higher education. The institution is trying to remove the traditional barriers faced by an entering freshman so that more students from the disadvantaged group could take advantage of our educational program.

Careful planning has taken the place of expediency, and data and research outcomes are becoming key elements in decision-making processes within the institution. Our faculty and staff is becoming more aware of the current theories and practices in American higher education, trying to serve the students and community more effectively. Without hesitation, we can say that all the above would have been impossible without the consortium and Title III funding. Appendix D notes the establishment of an Office of Institutional Research and Planning.

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CATAWBA VALLEY
TECHNICAL INSTITUTE

Narrated by Mr. Steve Lail, Director of Developmental Studies

The involvement of Catawba Valley Technical Institute in consortial activities during the 1973-74 school year has consisted of the following: (1) continued efforts toward improving our developmental studies program; (2) administration of an attrition study for the 1973 early leavers; (3) administration of an alumni study for our 1973 graduates; (4) a high school image study of seniors in our service area; and (5) completion of a business and indsutry survey for our surrounding area.

The main thrust of our developmental studies planning this past year has been aimed toward the establishment of a pre-tech year scheduled to begin in the Fall, 1975. This program would enable students who are in need of special academic assistance an opportunity to take an entire year, if necessary, to sufficiently upgrade themselves in areas such as math and communicative skills. It will also offer the student a variety of skill or technology courses designed to convey exactly what he can expect to learn in each of our technical curriculums and also the different types of jobs that can be available for him after graduation.

It is our hope that through such a program we will be able to recruit and retain a substantially larger number of students than we have heretofore been able to reach.

The attrition study for our 1973 early leavers was conducted in January of this year. Of the 980 instruments mailed, approximately 340 or 35 percent were returned. While this response is somewhat less than desirable, it is not unusual for a survey of this type. Analysis from this survey is used to determine reasons why students leave Catawba Valley Technical Institute prior to completing their course of study and their future educational plans. It also reveals their opinion of the school and place of employment.

The alumni study for our 1973 graduates was completed in February of this year. Of the 249 instruments sent out 192 or 80 percent were completed and returned. The data obtained through this study inform us where our graduates are working, the types of jobs they have obtained, and their approximate salary range.

The high school survey was administered to 1,657 seniors in the eleven high schools in our service area. The information gathered includes the student's opinion and knowledge of CVTI's offerings and operation and their future educational career preferences. The results of this survey have been used heavily in recruiting efforts for the 1974-75 school year.

The largest and most extensive survey conducted was the business and industrial survey. Over 500 local firms were contacted with 338 responding. The information derived from this study indicates the manpower needs of area firms for the next five to ten years for which training can be provided at CVTI. Analysis of the study reveals that CVTI's program offerings coincide with the training needs of local firms. Projections

for the future indicate that our curriculums, both existing and proposed, will continue to provide needed manpower training.

The data obtained through the above surveys was used in conjunction with other planning data to formulate a ten year operations plan for the years 1974-1984. This plan was submitted to the Department of Community Colleges on June 30, 1974.

Overall, this past year has been extremely productive with respect to consortium activities. A great deal of planning has taken place with the results aimed at improving recruiting procedures, curriculum development and improving the student's chance of success in his chosen field of study.

HAYWOOD TECHNICAL INSTITUTE

Narrated by Mr. Gary Melville, Administrative Assistant

Consortial activities at Haywood Technical Institute during the past six months have centered on completion of a data-based institutional Long Range Plan, conduction of an evaluation of Title III activities for the past fiscal year, compilation and implementation of a Management by Objectives program, and consultation with other Consortial institutions on administering the Business-Industry Survey.

One of the original Consortial objectives was the incorporation of studies and surveys into a management information system that would facilitate decision making at an educational institution. This objective has been achieved at Haywood Technical Institute through the incorporation of an Alumni Study, Attrition Study, High School Image Study, and a Business-Industry Survey into an institutional data-based Long Range Plan. This Long Range Plan is for a ten year period and involves curriculum and facilities development.

Cognizant that often data are gathered and never used in institutional planning, officials at Haywood Technical Institute are determined that such will not be the case at this institution. Evidence of this determination is attested to by the fact that the institutional Long Range Plan has been submitted to the North Carolina Department of Community Colleges as the official Long Range Plan of Haywood Technical Institute for the next ten years. Further evidence of the plan being used is the fact that institutional staff have been employed for the new curricula: (1) Recreational Leadership Technology and (2) Arts and Crafts. Plans call for initiating these curricula in the fall of 1975. Pages 147 and 148 in the submitted Long Range Plan describe designs for these two programs.

Data were gathered for the past three years by the administering of Alumni Studies, Attrition Studies, High School Image Studies, and a Business-Industry Survey. These data were used by officials at the institution in developing the Long Range Plan. Results of these studies allowed officials to make objective decisions regarding institutional policies in instructional and facilities development. Chapters four, six, seven and eight contain data from these studies and surveys.

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The evaluation of Title III Consortial activities, as required by the Department of Health, Education and Welfare, involved having different institutional personnel look objectively at the Consortial program. The Research Coordinator was responsible for the compilation of the evaluation but input came from the instructional and administrative areas. Haywood Technical Institute submitted a 34 page evaluation to be previewed by consultants from the Southern Association of Colleges and Schools who were employed by the Consortium as external evaluators. The general evaluation of Consortial activities at Haywood Technical Institute was positive while being tempered with constructive criticism. Following are statements regarding HTI quoted from the EVALUATION OF THE TITLE III PROGRAMS AT APPALACHIAN CONSORTIUM:

> Haywood Technical Institute made an effort to reduce the overall attrition rate and special attention was given to target group students. Included in their program were such activities as pre-admission counseling, advising, assessment, orientation, and assistance with part-time jobs. Unfortunately, no data was collected specifically relating to the success of this program in retaining target group students. Overall attrition figures showed, however, that some 130 of the Institute's full-time students did drop out during 1973-74 but no comparative figures for the prior year were available.
>
> At Haywood Technical Institute great efforts have been made by the Related Studies Department to address itself to the problems of the individual students, including those in the target population. The statement of philosophy, developed by this department is an excellent one, deserving of wide circulation, not only within the consortium, but to all who are grappling with the problems of the underprepared student. The Remedial Studies laboratory is developing individualized programs to allow greater flexibility of time of entrance into the Institute and to provide for the needs of the student for extra assistance in overcoming problems or handicaps.
>
> At Haywood Technical Institute particularly effective use is being made of the data collected through the various surveys and research reports in the beginning of the development of a Management Information System. The staff has approached the process in a systematic way and have the skeleton of such a system. Apparently the staff has been successful in feeding the relevant data to the various offices and divisions of the institution to assist them in evaluating and planning. Similar systematic use of collected data is in evidence in the ourline for the long range plan for Haywood Technical Institute which is currently being developed.

In addition, the external evaluators mailed to the President of Haywood Technical Institute a letter stating a summary of their evaluation of the Consortial program at Haywood Technical Institute. A copy of this letter is attached.

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The last six months saw the completion of Management by Objectives training sessions. Departments at HTI have written measurable objectives for their area for academic year 1974-75. This will allow the affairs of the institution to be conducted in a more orderly and business-like manner and will allow officials of the Institute to measure the results of subordinates.

The Research Coordinator of Haywood Technical Institute assisted Research Coordinators at Blue Ridge Technical Institute, Asheville-Buncombe Technical Institute and Southwestern Technical Institute in conducting training workshops for faculty and staff members at these institutions. These personnel then administered the Business-Industry Survey in their respective service areas.

In conclusion, the past six months has seen the compilation of data from previous studies and surveys into an institutional Long Range Plan. Without the impetus from Title III funding, this institutional Long Range Plan could not have had the data for rational decision-making. Title III funding has assisted Haywood Technical Institute to become a more advanced "developing" institution.

ISOTHERMAL COMMUNITY COLLEGE

Narrated by Mr. Stover Dunagan,
Assistant to the President

The period from January 1, 1974 to June 30, 1974 was highlighted by completion of the Self-Study at Isothermal, and the visitation by the Evaluation Team from Southern Association in April. The information gathered for five progress reports, and three research projects completed through the Consortium was invaluable to those working on the Self-Study, and provided important supportive statistics for both the local committees as well as the visiting team.

During the six months covered in this report, final information was received on three studies: high school student survey, alumni study, and attrition study. Also, during this time, work was begun and completed on the Business-Industry Study. While the final report was not received prior to June 30th, there was sufficient information to recognize that the results will be most helpful.

The new systems program initiated in September, 1973 continued to prove invaluable to the institution. A student-profile date bank has been established, and a wealth of information is almost instantly available for a variety of projects and programs.

In the internal-external evaluation report submitted to Title III officials June 30, 1974, Isothermal's measurable objectives included the following:

> Objective One. To continue with the research program started three years ago and with the Student Data Base begun in the Fall of 1973.

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Objective Two A. To develop specific transfer agreements with Western Carolina University and Appalachian University to transfer technical degrees from Isothermal Community College.

Two B. To work out cooperative program planning with two-year institutions. Examples of such activities would be the joint nursing program with Cleveland Technical Institute and a joint police program with Western Piedmont Community College.

Two C. To develop new programs as need for them is revealed by research studies conducted at the College.

Objective Three. To make significant improvements in both the Career Placement and Fine Arts programs at ICC. The objective is to provide programs of interest to every student on campus and the hundreds more in the community.

Long-range plans at Isothermal include proposed additions of a physical education building and a Student Center on campus. Need for these facilities was brought out in the recently-completed self-study. Having these buildings should fulfill the facility needs of the college for the next eight to ten years.

The Business-Industry Study has provided valuable information about projected community needs, and future education/training programs, and potential enrollment for the College. The survey is being studied carefully now to determine the best use of the information.

SOUTHWESTERN TECHNICAL INSTITUTE

Narrated by Mr. Eric Brady, Outreach Coordinator

During the last half of fiscal year 1973, the Business-Industry-Community Survey was the primary Title III activity undertaken by Southwestern Technical Institute. The survey was conducted over a three county area. Thirty-four faculty and staff conducted 190 interviews at all area firms employing over 50 people and at businesses representing a 10% sample of those firms employing 50 or less employees.

The third high school survey was completed during this period allowing the Institute to develop trends in the areas being studied.

The Southwestern Technical Institute Foundation began receiving contributions while its tax exempt application was still being reviewed by the Internal Revenue Service. The Foundation was granted tax exempt status on June 20, 1974.

Special recruting efforts have been made during the fiscal year. The internal-external evaluation conducted in June by the consortium assisted the Institute in reviewing and evaluating these recruiting efforts. Some modifications were indicated in recruiting methods. At the same time, the benefit of an evaluation became clear to those participating in the recruiting efforts.

The survey work completed this fiscal year will provide most of the data required for Southwestern's long-range plan. This plan is due to be completed September 9, 1974 and will cover the Institute's development plans through the 1979-80 year.

WESTERN PIEDMONT COMMUNITY COLLEGE

Narrated by Dr. Edwin Chapman, Director of Academic Programs

During the period of this report Western Piedmont Community College has continued to benefit from the activities funded under Title III Project. Our actions have been concentrated in four areas. These are: (1) the development of a student data system, (2) long-range planning as exemplified by workshops and curricular activities, (3) the evaluation of our instructional program, and (4) the business-industry survey plus the high-school study.

The bulk of the expenditures were utilized in the continued development of our student data system. This activity was a part of efforts to build a data base for recruitment, retention, and follow-up of our former students as well as for planning for the implementation phasing of a management information system.

We have also been active in planning for both the immediate and long-range future directions of the College. The result has been the activities of the Future Plans Committee, several meetings and workshops, and the culmination of planning by the production of a long-range planning document to guide us for the next several years.

Evaluation of current instruction has also received some attention. Again, we have used SIR from Educational Testing Service to help us gain a closer perspective of our classroom instructional program. We are, thus, viewing teaching through the opinions of our students.

Research as a basis for institutional program evaluation and future planning continues to be important. This has been manifested through a study of high school seniors' needs and plans, plus the survey of business-industry needs within our service area. Both of these studies are being incorporated into our evaluation and needs assessment.

In summary, our Title III activities are allowing us to evaluate our institution and its programs while we plan for greater service to the population of our service area.

WILKES COMMUNITY COLLEGE

External Evaluation Report by Dr. Louis W. Bender, Director of the Southeastern Community College Leadership Program

Editor's Note: Dr. William Richardson, Chairman of the Consortium Executive Committee, had Dr. Louis Bender of The Florida State University

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visit Wilkes Community College as an External Evaluator. Dr. Bender's visit was in addition to the external evaluation made by the Southern Association of Colleges and Schools. What follows is Dr. Bender's "External Evaluation Report Summary" which states "...the Wilkes Community College Project is a model which should be shared with other institutions throughout the nation."[1]

The Wilkes Community College Title III funds were dedicated to all four objectives of the original consortium proposal. This was in spite of the fact that federal funds appropriated were less than 15% of those requested for the original project envisioned. The college, through wise planning, efficient execution, and a high degree of commitment and dedication, achieved far more than the 15% funding level would have permitted. In a sense, the federal funds were used as multipliers by the college. The funds made it possible for personnel to improve communications between the college and its service area including industry, business, and community groups. The funds also generated a rich resource of information on students, manpower requirements, community needs, and attitudes which will be an important base for continued staff and program development. It can honestly be said there was not only a high return for the federal Title III money expended, but a bonus as well.

While the federal government received its money's worth, Wilkes Community College should be grateful for its rewards as well. Elements of an effective management information system, instrumentation for data collection, experience in conducting necessary research and studies, as well as a data bank of potentially valuable information, all were outcomes of the 1973-74 activities. In the judgment of the external evaluator, Wilkes Community College also received indirect benefits from the degree of involvement with its service area. Positive relations were reinforced or established which can be the basis for future planning and action by all parties. Services to students have been improved and additional services for potential students formerly not served will undoubtedly become part of the regular college offering. Articulation efforts with the high school, additional efforts to interface with business, industry, and community groups and better utilization of advisory committees are all outcomes of the Title III project at WCC.

It is imperative that WCC continue the total activity it has begun. The external evaluator also believes the Wilkes Community College project is a model which should be shared with other institutions throughout the nation.

[1]Dr. Bender's full report appears in Appendix C.

Appendix A.

External Evaluation
of
Consortium Programs

EVALUATION OF THE TITLE III PROGRAMS AT THE APPALACHIAN DEVELOPING INSTITUTIONS CONSORTIUM

SUBMITTED IN COMPLIANCE WITH GUIDELINES FOR TITLE III OF THE HIGHER EDUCATION ACT OF 1965 (P.L. 89-329)

By Members of the External Evaluation Team
From the Education Improvement Program
Southern Association of Colleges and Schools
795 Peachtree Street, N.E., Atlanta, Georgia 30308

June 24, 1974

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EVALUATION OF THE TITLE III PROGRAMS AT THE APPALACHIAN DEVELOPING INSTITUTIONS CONSORTIUM

An external evaluation team from the Education Improvement Program of the Southern Association of Colleges and Schools visited Asheville-Buncombe Technical Institute June 17-19, 1974, in order to meet with delegations of representatives of the eight schools participating in the Appalachian Consortium Special Development project and with the Executive Committee of that project. Prior to that visit one member of the team had met with the Executive Committee to plan procedures and to specify the material that would be furnished the team prior to the visit. This material was put in the hands of the members of the team a week prior to the visit so that the members could familiarize themselves with the material and have the opportunity to phrase any questions pertaining to the details of the operation of project activities on the eight campuses and of the cooperative activities.

During the visit the team met first with the Executive Committee of the project to review the evaluation procedures and the tables developed by the central staff of the project and to clarify questions concerning the expectations of the committee with regard to the external evaluation. Next, over the remainder of a two day period the team met with delegations from the eight institutions for approximately one and one half hours each. Each delegation consisted of the person holding chief responsibility for the project at the local level and one or more other persons who had been active in project activities. These meetings gave the team members the opportunity to obtain answers to questions raised by the reports which had been furnished and to examine documentation other than that included in or appended to the reports. On the morning of the third day the team met again with members of the Executive Committee to present an oral report on their conclusions and to give the committee an opportunity to react to that oral report and to correct any misinterpretations of fact with regard to the processes and products of the project.

The written report, together with the appropriate "Summaries of Evaluation Statements on Cooperative Program Objectives" is herewith submitted.

CONSORTIUM STRUCTURE AND ACTIVITIES

The Appalachian Consortium has been functioning for the past three years under Title III of the Higher Education Act of 1965. It has involved eight community colleges and technical institutes located in western North Carolina: Asheville-Buncombe Technical Institute; Caldwell Community College and Technical Institute; Catawba Valley Technical Institute; Isothermal Community College; Southwestern Technical Insitute; Western Piedmont Community College; and Wilkes Community College. Most of these institutions were organized in the mid 1960's and all are accredited by the Southern Association of Colleges and Schools. The median full time enrollment at these institutions is approximately 400 at Haywood to approximately 1200 at Wilkes. Each institution has been given a primary service area (primarily for adult education purposes) which encompasses one to three counties. About 85 percent of the budgets for these institutions comes from the state; another 10 percent comes from local revenues; the remainder comes from a variety of sources including federal Title III funds.

The assisting agency for the consortium is Appalachian State University at Boone, North Carolina.

The objectives of the 1973-74 Title III proposal related to four main areas: (1) recruitment; (2) support services and retention; (3) instructional program improvements; and (4) institutional research. The full statements of objectives were:

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1. To develop and implement a cooperative and effective recruitment program (with variance, where necessary) so that each member institution will, on the average, increase its total enrollment by at least 10%, all with various target group(s) persons, by the end of 1975.

2. To develop a special, more comprehensive support service program which will foster more effective learning and career placement for all students and the retention of close to 65% of the target groups recruited.

3. To do additional planning for identification of new program needs and to provide for more adequate utilization and substantial modification of the existing instructional program to meet the educational/career needs of all students with emphasis on the target population.

4. To conduct research (as the basis for long-range planning) toward resolving the educational/career needs of actual and potential member institution students and toward developing a comprehensive, coordinated plan of initial systems development which, implemented in phases to be completed by the end of 1976, will substantially enhance management effectiveness, as measured by the success of all objectives, involvement in the management training programs and positive reaction thereto, and measurable response commitment (time, personnel release, compliance to high level aid needed and requested, etc.).

Since full funding of the Title III proposal was not provided, a contingency plan was adopted which emphasized continuation of Objective 4, cooperative research for institutional program development, implementation, and evaluation. Objectives 1, 2, and 3 were left up to local institutional initiative during 1973-74.

Planning of consortium activities is carried out by an eight member executive committee - one member per institution. During 1973-74 this committee met regularly (at least once a month) with the staff director, Dr. Elmo Roesler. Prior to these meetings the agenda was mailed to each committee member so that the representatives could discuss forthcoming topics with their presidents and thus speak with real authority at the meetings. Meetings of the executive committee were characterized as being informal with ample opportunity for full and free discussion of topics; decisions were made by consensus; no conflict between institutions was evident at these meetings.

A separate research council functioned for the purpose of consulting with the staff regarding the development of survey forms, the collection of data, the dissemination of research finding, etc. Again, one representative per institution constituted the membership on this body.

The external evaluation team was impressed with the high degree of confidence which the research coordinator and his staff enjoy among consortium members. Representatives from the several institutions were unanimous in their praise of Dr. Roesler. They reported that he has been sensitive to their needs; that he has communicated with them promptly and in detail; and that he has put them in touch with other persons at his institution who could meet some of their special needs.

The assisting institution, itself, came in for considerable praise. The president of Appalachian State University, Dr. Herbert Wey, was cited for his enthusiastic support of the consortium. Also, staff members from Appalachian who have worked with consortium representatives have provided prompt service whenever requested. Most important to the consortium representatives was the fine spirit of cooperation which they felt existed between them and the persons with whom they worked at Appalachian. The recommendations for this objective are as follows:

> It seems that the fine procedures which have been developed by the consortium representatives for planning consortium-wide activities should be continued. The established procedures have produced an effective and sensible model of institutional cooperation - one that could well serve as a model for other institutions.

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OBJECTIVE 1

Each of the eight members of the Appalachian consortium used a variety of means in attempting to reach the four common objectives.

The first stated objective was: To develop and implement a cooperative and effective recruitment program (with variance, where necessary) so that each member will, on the average, increase its total enrollment by at least 10 percent, all with various target group(s) persons, by the end of 1975.

This objective itself, with its several qualifying phases, may have been poorly stated. It was not clear, for example, whether the institution would meet the objective by increasing its total enrollment by 10 percent or whether the target population had to account for all the increase. Also, it was confusing to insert "on the average" after stating that "each member will...." However, it was generally understood that efforts would be made to increase the enrollment and that increasing the target population - blacks, American Indians, drop-outs, the impoverished, single older women - would be a major concern.

The institutions approached this objective in a number of ways, some of which did involve cooperation. The most extensive cooperative approach was that of exchanging lists of prospective students. When an institution in one area found a high school student who was interested in a program of studies which it did not offer, but was offered at another consortium institution, it would so notify the other institution of the prospective student's name and address. This practice was widely adopted by the consortium members. Although many students were contacted through this approach there was little evidence available as to its effectiveness.

Other approaches towards recruiting the target population involved only local personnel. At least two of the institutions mailed brochures to all families in their service area; these brochures told of the offerings at the institution, the costs, and the procedures for registering.

High school counselors were viewed as key persons in the recruitment effort but there was general agreement that these persons were not, at present, adequately informed about or sympathetic to community colleges and technical institutes. It was felt that high school counselors still concern themselves far too much with the approximately 20 percent of high school classes who eventually enroll at four-year colleges.

Recognizing that high school counselors can be a most valuable ally in recruitment, one institution (Wilkes) has taken the step of hiring 10 local high school counselors to work for the institution during the summer as counselors in a satellite counseling program which is intended to reach target group persons. By giving these counselors an intensive week's orientation to the institution's offerings and then sending them out during the summer as representatives of the institution, it is hoped that these counselors will be more sympathetic to the idea of encouraging more of their students to consider the many programs of community colleges and technical institutes.

Other institutions have used other methods of attempting to enlist the support and understanding of the high school counselor. One institution invited area counselors to a full catered steak dinner after which a presentation was made concerning program offerings. Other institutions have invited counselors to tour the institution's facilities and to meet key personnel. Workshops have been held at the institution regarding career education and the role that community colleges and technical institutions play in that movement.

The institutions have recognized that recruitment is not an isolated function and that activities which create a favorable public image for the institution also serve as a recruiting function. Thus, at least one institution presented a number of orchestra concerts and dramatic productions at a number of nearby public schools.

Other public agencies were contacted in the effort to strengthen the recruiting program. For example, at Southwestern Technical Institute, the local offices of the Employment

Security Commission, the State Vocational Rehabilitation Department, and the County Agricultural Extension Agency were visited for the purpose of securing names of persons who could profit from programs offered at the institute.

The consortium directors clearly recognized that recruitment for their institutions must continue to take place on many fronts and that total concentration on the single population of recent and forthcoming high school graduates is unwise. Efforts have been made to contact such diverse groups as veterans, mothers whose children are now independent, the underemployed, and the unemployed. Agencies in the best position to identify these persons have cooperated with personnel from the consortium in carrying out this activity. Recommendations for this objective are as follows:

1. Each institution should compile base-line data regarding its enrollment of full-time target group students. Counts should then be made yearly to determine the increase (or decrease) in enrollment of these students.

2. Definitions regarding target group students should be developed by the consortium and then used by all members. All institutions, for example, should be using the same definition with respect to "persons from poverty background".

3. Efforts to enlist the cooperation of high school counselors in the recruiting process should be intensified. Orientation sessions for these persons on the campus of the community college or technical institute should be continued and expanded.

4. The use of student recruiters should be continued. In choosing student recruiters it is suggested that representatives from the various target groups be selected.

5. The mailing of an informational brochure to each home in the service area should be continued on a yearly basis.

6. Efforts should be continued and expanded to insure that consortium members receive regular publicity through the local media - newspapers, radio, and television. Especially important is coverage of such activities as short courses, honors received by students and faculty, new program offerings, and new teaching methods.

7. Staff members involved with recruiting should plan regular sessions for meeting with representatives of other local agencies who are in position to identify persons who can benefit from further education at the community college or technical institute. Such representatives include: personnel managers at local industries, education officers at correctional institutions, administrators at the Veterans Administration, parole officers, and county agriculture extension agents.

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OBJECTIVE 2

Consortium objective number (2) as stated was:

> To develop a special, more comprehensive support service program which will foster more effective learning and career placement for all students and the retention of close to 65% of the target groups recruited.

This objective has been the least well accomplished of the four consortium objectives. Generally, little data was offered to show progress; also, the institutions had not developed a systematic means of identifying and classifying members of the several target groups, a process which is essential to the collection of quantitative data regarding this objective.

Despite the lack of quantitative data, the institutions in the consortium have engaged in some worthwhile student service activities which relate to more effective learning and to the retention of students. Perhaps most widespread was the employment of specialized support service personnel at a number of the institutions.

At Wilkes, four counselor associates were assigned to various target groups to provide additional information and counseling services. Also, a counselor associate was assigned to assist students in locating suitable part-time employment. In the late spring a three day workshop was held for key faculty and staff personnel to help sensitize them to the needs of target group students.

The policy for awarding financial aid was modified at Southwestern during 1973-74. In an attempt to better meet the needs of target group students, the financial needs of the most needy students were attempted to be fully met; in prior years some aid, but not necessarily sufficient aid, was given to all students who qualified.

Isothermal reported that by employing a computer, faster and more accurate information was available to allow for quicker action and follow-up in potential problem areas.

Haywood Technical Institute made an effort to reduce the overall attrition rate and special attention was given to the target group students. Included in their program were such activities as pre-admission counseling, advising, assessment, orientation, and assistance with part-time jobs. Unfortunately, no data was collected specifically relating to the success of this program in retaining target group students. Overall attrition figures showed, however, that some 130 of the Institute's full-time students did drop out during 1973-74, but no comparative figures for prior years were available. Recommendations for this objective are as follows:

1. More efforts should be made to make use of the consortium in developing student support services which could benefit all members. For example, study should be made of the feasibility of incorporating a computerized vocational information service. Although the cost of such a system would probably be prohibitive for one institution, it might well prove to be highly economical for the consortium.

2. A common set of definitions relating to student personnel research should be adopted by the consortium. All members, for example, should report drop-out statistics in the same manner. Also, common definitions are needed for classifying students into appropriate groups.

3. The heads of the student support service at each institution should meet periodically to discuss methods of institutional cooperation in their areas.

4. A review of entrance examinations and their use should be made. The best features of the great variety of testing programs that are now in use should be identified and, hopefully, adopted by all consortium members. Testing prior to enrollment should include a measure of student interests.

5. A newsletter describing good student support services should be published and circulated among consortium members.

6. A feasibility study should be made of the possibility of developing a computer-based placement service which could serve all members of the consortium. In theory such a service could expand greatly the number of choices available to potential employers and to the students seeking employment.

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OBJECTIVE 3

The third objective was concerned with the development of curricular programs better to meet the needs of the students, in particular those of the target groups. Like the first two objectives the size of the grant did not permit consortial cooperation in the realization of this objective and, except for the sharing of ideas and experiences among the members of the consortium, each institution was expected to work to whatever extent it could toward this objective. Several of the member institutions were able to make some progress in this regard.

The team noted with approval that the trend at most of the institutions was away from the segregation of students who have particular needs in the skill development area into non-credit remedial or developmental classes. To require a student to take non-credit work before he can begin making progress in his career-related program generally has a negative motivational effect. It is true that in some curricula which are more hierarchical in nature, i.e. where the later courses are directly dependent upon mastery of the skills derived from the earlier courses, carrying poorly prepared students along in the regular courses and allowing them more time to complete the work presents particular problems. In some such cases remedial courses are perhaps the only feasible solution. In all other cases the general trend throughout the consortium has been to individualize the instructional methods in the basic courses and/or to provide a skills or learning laboratory to supplement the regular classroom instruction.

In many institutions in-service programs have been held to assist the instructional staff to adapt their methods to the needs of the target group students. It was noted that at most institutions the data from the student information system was being utilized to assist in the analysis of the problems in this area.

Asheville-Buncombe Technical Institute extended part of its efforts in the development of a highly individualized program in Office Technology. While it was a limited program both as regards to the number of students enrolled and by the fact that the development of individualized courses is a very time-consuming task for the instructor and no funds were available for released time, what was accomplished represented the beginning of a model which can be completed and replicated in other curricula areas. Almost 70% of the students originally enrolled in the program were still in the program at the end of the year. Since few of these students could have been expected to complete a year of a regular curricular program, it would seem that the endeavor, though limited, is on the right track. Experiments in individualized instruction are also taking place in English and mathematics.

Caldwell Community College and Technical Institute has confined its activities to the consideration of the results of the institutional research for the past two years (alumni and attrition studies and high-school data) for its implications with regard to program development. Of particular interest has been the exploratory work, supported in part by project funds, in the field of cognitive mapping. It is anticipated that this will result in experimental work in the matching of learning style to instructional methods. This work deserves further exploration and development. While it would be premature to expect documented results in this area, a promising beginning has been made.

Western Piedmont Community College has concentrated its effort in the development of more effective basic programs in English, mathematics and reading. On the latter two areas the development of laboratory methods with carefully supervised self-paced and self-directed instruction has made a promising beginning in providing a program more appropriate to the target group. The English program has attained an improved success ratio with a program with multiple entry and exit points.

At Haywood Technical Institute great efforts have been made by the Related Studies Department to address itself to the problems of the individual students, including those in the target population. The statement of philosophy, developed by this department is an excellent one, deserving of wide circulation, not only within the consortium, but to all who are grappling with the problems of the underprepared student. The Remedial Studies laboratory is developing individualized programs to allow greater flexibility of time of entrance into the Institute and to provide for the needs of the student for extra assistance in overcoming particular problems or handicaps.

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Implementation of this objective at Southwestern Technical Institute has consisted for most part of the development of programs in the basic areas of English, mathematics and reading leading to the individualzation of instructional methods. This is carried out in the framework of the existing program rather than as a separate activity. The limitation on the development of such program has been the time available for the instructors to prepare such materials and to plan the programs for individuals. The relatively large Indian population at Southwestern presents unique problems in the area of developmental education.

Isothermal Community College has been particularly active in the utilization of the information gained through the research component in the modification of the existing program and the planning of more activities to serve the needs of the target population.

Catawba Valley Technical Institute has maintained a system of developmental courses to meet the needs of underprepared students. Students who are adjudged on the basis of examinations to need preparatory work are advised to enter these courses. They are, however, free to take their chances in the regular program. The developmental courses carry credit and differ from the regular courses primarily in the instructional methods and in the fact that the student may progress at his own pace. Such courses are provided in English, reading and several types of mathematics. The results obtained seem to indicate that the method used at Catawba Valley is resulting in less attrition among target group students than was previously the case. The staff shows a willingness to explore new approaches and ways of solving the various problems encountered.

Wilkes Community College has been particularly assiduous in interpreting the data obtained by the various surveys for implications for program development and modification. The presentation of the data to the various divisions has already resulted in modification of programs and instructional methods. Especially noteworthy has been the promotion by Wilkes of professional development activities on the part of faculty members. This is expected in the future to involve more members of the faculty in improving their instructional skills and in investigating new approaches to instruction. It seemed to the team that Wilkes underrated its performance with regard to this objective because it had already made great strides in the sensitization of the faculty to the individual needs of students and needed "more of the same" rather than changes in this area. Of particular merit is the recommendation in the internal evaluation that each faculty member construct a personal professional development plan and that support be given by the college to the implementation of these plans.

In summary the team wishes to emphasize its satisfaction with the extent to which the results of the various surveys and the research reports resulting from these surveys are being put to effective and immediate use in advancing in the achievement of this objective. In this consortium research results are certainly <u>not</u> being subjected to the all-too-frequent fate of such material: collected, filed and forgotten. Recommendations for this objective are as follows:

1. Since the institutions seems to be on the right track with limitations primarily from the lack of project funds necessary to undertake some of the activities or to extend those already undertaken, it is hoped that in future years these limiting factors can be alleviated.

2. When the consortial staff can turn its attention to this objective, it should arrange for more consortium-wide meetings or workshops of faculty in similar fields so that they might share their effective methods and materials and be mutually supportive.

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OBJECTIVE 4

This is the only one of the four original objectives which had consortium-wide activity and support. The only consortium staff member was the Research Coordinator. Much of the budget was devoted to the support of the research component. The purposes of the research component were to conduct applied research studies, to support institutional long range planning and to develop and implement a systems approach to management in the member institutions.

In past years survey instruments had been developed for a high-school survey, an alumni survey, an attrition survey, and a student accounting system. These were administered cooperatively again as a matter of course by the institutions and the results were utilized in various ways, as detailed below. The new development for the year was the design and administration on a cooperative basis of a business-industry survey of job and training opportunities. A very extensive and well-designed survey instrument was administered on a very comprehensive scale throughout the service areas of the member institutions. The results of this survey are currently being compiled and processed by the computer center at Appalachian State University, the assisting institution.

At ABTI the results from the various surveys have been utilized in improving the recruitment process and in planning for program modifications. After a year's experience with the general consortial student accounting system they are ready to modify the system to more adequately meet their own needs. The project has given them the opportunity to gain experience with such a system so that they might accurately assess their own needs and develop their own system. A large number of staff members acted as interviewers in the business-industry survey. While the results of this survey are not yet available and therefore could not yet be utilized in the planning of program modifications, they have already found that the contact between faculty members and persons in business and industry has produced large dividends in good will and increased interest and understanding of the institute. The results of this survey together with the previous surveys will be utilized in long range planning.

Caldwell Community College and Technical Institute also continued the administration of the alumni, attrition and high-school surveys. The data is being used in the planning of recruitment, program planning and long range planning. A team of interviewers administered the business-industry survey form in a two county area. This information when compiled will be used in institutional and long range planning. Again the impression of the public relations aspect of the contact with business and industry was recognized, as it was by all the other institutions.

The activity at Western Piedmont Community College resembled that at the two previous institutions. Here again experience has been gained with student data system which will be modified for local purposes and continued on a local basis with a newly acquired computer capability. All of the surveys are being continued and the resultant data are being used, both in the implementation of other objectives, in program evaluation and in the long range planning process.

At Haywood Technical Institute particularly effective use is being made of the data collected through the various surveys and research reports in the beginning of the development of a Management Information System. The staff has approached the process in a systematic way and have the skeleton of such a system. Apparently the staff has been successful in feeding the relevant data to the various offices and divisions of the institution to assist them in evaluation and planning. Similar systematic use of collected data is in evidence in the outline for the long range plan for Haywood Technical Institute which is currently being developed.

Southwestern Technical Institute continued the previously instituted surveys for data acquisition. While it participated in the student accounting system development this year, the staff has concluded that this system does not meet their needs and are considering other methods for the future. They also felt that the results of the attrition survey were too fragmentary for useful information. They plan to continue the other surveys. They have used the data provided by these surveys for planning, recruitment and to guide administrative decisions. The data obtained in the research projects is being utilized in the long range planning of the institution.

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Isothermal Community College has continued to compile information through the survey programs previously initiated and has participated in the student accounting system development and the business-industry survey initiated this year. There is evidence that the results of the various surveys are being used in the development of long-range plans for the institution. In addition Isothermal and Wilkes College cooperated with a non-consortium institution in the development of an Adult Education Survey.

Catawba Valley Community College participated in all of the surveys conducted by the consortium including those newly introduced this year. The data obtained in these surveys is being utilized in a variety of ways: in the recruitment process, as a means of evaluating and modifying present programs and planning new programs, and as providing much of the data necessary for long range planning and for current administrative decisions.

Wilkes Community College has made very extensive use of the data which have been provided by the various surveys sponsored by the consortium in all of which the college took a part. The value of the results to the school can be gauged by the decision not only to continue these surveys on an annual or cyclical basis but in some cases, such as the student data collection to extend and enlarge the system. The results of the various surveys have been communicated to those on the faculty and staff who can use them in their decision making. This use embraces recruitment, program planning, public relations and many areas of administrative decision making. As previously mentioned Wilkes Community College has been cooperating in the development and testing of an Educational Needs Survey instrument to obtain data of use in planning the Adult Education Program. The data collected by the research program has resulted in a number of individual research studies conducted by members of the Wilkes Community College staff.

Since the objective is the one to which the consortium directed the overwhelming majority of its efforts thus far because of the limited funds available, it would be well to evaluate the general research effort apart from that reflected by each of the participating institutions. The team was impressed by the high level of cooperation among the institutions and with the consortium staff. The research projects were well conceived, the survey instruments were expertly developed, the survey process was carried out exhaustively, the data were promptly processed, and the findings were, in most cases, returned on schedule. In some cases, such as the business-industry survey the whole concept was a surprisingly ambitious one - surpassing in scope and comprehensiveness most such surveys. The central staff of the consortium has not been content with furnishing the data but has been both willing and effective in helping the participating institutions understand how the data could be interpreted and used. It is unusual to find such a quick utilization of data produced by a research project.

All of the institutions are rapidly developing a data bank which will make it possible for them to systemize their management and base decisions upon hard data. The institutions comprising the consortium will be far ahead of other institutions in the state in long range planning based upon data.

In summary it is rare to find a research project so efficiently carried out and to find the results of the research put into the planning and decision making process of the institution so promptly and thoroughly. The funds expended in this project have produced far beyond the return usually found in such projects. Recommendations for this objective are as follows:

1. It was noted that several institutions plan to discontinue the collection of certain kinds of data or the particular data collection system developed. While there are cases in which this is justified, it should be done only after very careful deliberation. Where certain data does not appear useful to the institution, it may be because the institution does not know how to use it. The Research Director might help the institutions to such understanding before such decisions are made.

2. In the case of one survey, the attrition survey, in which the reply rate was understandably small, efforts should be continued to estimate the reliability of the sample which returned the questionnaire or, alternatively, to administer it separately to different types of populations.

3. Wherever it is possible the whole data collection process should be continued by the institutions on an annual or cyclical basis, as appropriate. Much of the value of such data is in the establishment of trends, which can only be done through regular and recurring data collection.

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Appendix B.

Evaluation Procedures Developed in Compliance with Title III Guidelines and Table 1: A Composite of Internal and External Means for Evaluation Statements

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Evaluation of the Effectiveness of Title III Program for Fiscal 1973

A Report on Evaluation Procedures
Developed in Compliance with Title III Guidelines

Submitted to the External Evaluation Team
of the
Southern Association of Colleges and Schools
Education Improvement Program

by the Members of the
Appalachian Consortium Special Development Project
A Project Funded Under Title III, Higher Education Act
(P. L. 89-329)

A REPORT ON EVALUATION PROCEDURES DEVELOPED IN COMPLIANCE WITH TITLE III EVALUATION GUIDELINES

To comply with the request made April 2, 1974 for the evaluation of the Title III funded Appalachian Consortium Special Development Project, the consortium members are submitting this set of evaluation procedures and project related documents and budgets.

The proposed evaluation, as submitted to the Southern Association of Colleges and Schools Education Improvement Program (external evaluators), includes the sections (1) review of objectives, (2) evaluation procedures, (3) evaluation data, (4) needed budget information, and (5) the format for reporting to Title III officials.

These evaluation sections are integrally tied to a series of tables which set forth the "Summary of Evaluation Statements on Cooperative Program Objectives." This document provides a method for having both internal and external evaluators respond to objective based evaluation statements.

REVIEW OF PROGRAM OBJECTIVES

Limited funding of the Title III Consortium Proposal, 1973-74 caused a compromise regarding the involvement, on the part of each two-year institution, in the complete development and implementation of program components identified as Objectives 1-4 in the proposal. The objectives, described below, were integrated elements in a comprehensive recruitment, retainment, career preparation, and job re-entry program.

1. To develop and implement a cooperative and effective recruitment program (with variance, where necessary) so that each member institution will, on the average, increase its total enrollment by at least 10%, all with various target group(s) persons, by the end of 1975.

2. To develop a special, more comprehensive support service program which will foster more effective learning and career placement for all students and the retention of close to 65% of the target groups recruited.

3. To do additional planning for identification of new program needs and to provide for more adequate utilization and substantial modification of the existing instructional program to meet the educational/career needs of all students with emphasis on the target population.

4. To conduct research (as the basis for long-range planning) toward resolving the educational/career needs of actual and potential member institution students and toward developing a comprehensive, coordinated plan of initial systems development which, implemented in phases to be completed by the end of 1976, will substantially enhance management effectiveness, as measured by the success of

all objectives, involvement in the management training programs and positive reaction thereto, and measurable response commitment (time, personnel release, compliance to high level aid needed and requested, etc.).

For more detailed information on the program which embraced Objectives 1-4, please refer to Appendix A, the Narrative of the Appalachian Consortium Special Development Project Title III Proposal, 1973-74.

While consortium personnel believed that the integrated comprehensive recruitment, retainment and job re-entry program warranted complete funding, they developed a Contingency Plan (Appendix B), based upon the receipt of $250,000.00 Title III funding. The Contingency Plan emphasized the continuation of Objective 4 , cooperative research for institutional program development, implementation, and evaluation, while Objectives 1-3 activities were left up to local institutional option -- to variant institutional development and implementation. Informal (not formally coordinated) sharing of the recruitment, retainment, career preparation, and job re-entry program ideas and techniques developed by individual institutions would be encouraged; but the consortium (as a group of institutions) would complete its applied research, administrative-academic program planning, and computerized systems implementation activities prior to undertaking the outreach program for target group persons during the 1974-75 year.

Thus, the consortium modified the major four objectives and these modifications without exception pertained to leaving the institutional pursuit of the recruitment, retainment, career preparation, and job re-entry program elements up to institutional decision-makers. The modified objectives appear in the "Summary of Evaluation Statements on Cooperative Program Objectives," a document having tables on the responses of internal and external evaluators to objective based evaluation statements.

The Executive Committee determined that the consortium would continue and culminate its applied research, planning, and computerized systems development program. The significant feature of this program for 1973-74 would be the development, administration, and use of the Business-Industry-Community Survey embracing twenty counties in western North Carolina.

EVALUATION PROCEDURES

The evaluation procedures have been directly tied to the "Guidelines for the Evaluation of Current Basic Title III Programs." And these evaluation procedures for the Appalachian Consortium Special Development Project supercede those designed for a fully funded program, since $1,505,396 was requested for the eight two-year institutions and 250,000 was received. As noted above, the major four objectives have been modified in the light of what might be realistically accomplished by the consortium personnel.

The evaluation procedures have included both process evaluation and product evaluation, where

> Process evaluation means examining the effectiveness of the consortial and institutional steps taken by the project personnel to accomplish the modified objectives -- all activities up to the point of generating products, and

Product evaluation means examining the measurable output or products as a result of accomplishing the modified objectives. It should be noted that product has also been defined as a demonstrable and/or documented improvement in the institution's administrative or academic program activities.

The evaluation procedures have been incorporated into the "Summary of Evaluation Statements on Cooperative Program Objectives," a document which lists the project original and modified objectives, notes the institutions that have variantly sought to achieve the objectives, and provides process and product evaluation statements to be judged by both internal and external evaluation teams. This summary evaluation paper (immediately appended to this discussion on the evaluation of our cooperative program activities) has been devised so that it will be both the record of internal-external evaluation and a document to be submitted with the final project evaluation report to HEW Title III Officials.

The evaluation procedures -- all identified as parts of the above described "Summary of Evaluation Statements on Cooperative Program Objectives" -- are as follows:

1. Establish the teams of internal and external evaluators so that the --
   Internal evaluation team be composed of consortium executive committee members and research coordinators who have been responsible for the achievement of project objectives, and
   External evaluation team be appointed from the Southern Association of Colleges and Schools Education Improvement Program.
2. Modify the original Title III Consortium Proposal 1973-74 objectives. The thrust of the project objectives was changed in the "Contingency Plan" as explained in The Review of Program Objectives passage above. Modified project objectives appear in the subsequent summary evaluation statements of Table 1.
3. Note the variant institutional involvement in the cooperative programs aimed at achieving the modified objectives.
4. Collect needed evaluation data for both cooperative program and individual institutional program activities related to work on modified objectives. Activities have been, generally, described in the summary evaluation statements of Table 1.
5. Examine institutional budgets noting for external evaluation teams how budgets reflect variant institutional work on project objectives.
6. Write (internal evaluation team) evaluation statements for both processes and products tied to the modified objectives. These statements appear in the summary evaluation statements of Table 1.
7. Internal and external evaluation teams concur on the evaluation procedures and edit (revise and add to) the evaluation statements.
8. Internal evaluation team registers its evaluation of achievement (processes and products) of project objectives, utilizing an evaluation grid, below, which has been devised by the internal evaluation team for comparative (internal-external) evaluation purposes.

Evaluation grid that follows each evaluation statement --

	Little Accomplishment	Some Accomplishment	Moderate Accomplishment	Substantial Accomplishment	High Accomplishment
Intern. Eval.	[1]	[2]	[3]	[4]	[5]
Extern. Eval.					

9. External evaluation team appraises both cooperative and individual institutional programs as these relate to Title III Appalachian Consortium Special Development Project modified objectives. To comply with the Title III Guidelines for Evaluation it is anticipated that the external evaluation team will --
   a. Review our project activities as these relate to the modified project objectives
   b. Provide, for internal/external comparative purposes, responses to the evaluation statements on objective based project processes and the products developed thereby.
   c. Examine the data/documentation collected to support the internal evaluation teams self-appraisal of accomplishments. And then the external evaluation team should note agreement and disagreement with the degree to which collected data/documentation supports internal evaluation teams' evaluation of project accomplishments.
   d. Prepare a statement on whether or not institutional budgets were appropriately aligned with cooperative and institutional work on project objectives.
   e. The staff component [Executive Committee and the Research Coordinator(s)] should be evaluated in terms of accomplishment of objectives and qualities to be determined by the external evaluators.
   f. Utilize steps 9a through 9e and a Report Summary Statement as the major sections in the Evaluation Report Format. This format corresponds to the one suggested in the guidelines.
   g. Submit the report together with supporting documentation, e.g., the "Summary of Evaluation Statements on Cooperative Program Objectives."
10. Submit final report on 1973-74 project activities.

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NEEDED EVALUATION DATA

Needed evaluation data for this initial report to the external evaluators presents three kinds of information.

1. Progress Report No. 5, being a statement of cooperative program activity for the months of July, 1973 to January, 1974.
2. Institutional data which reflects on (a) program objectives (recruitment, retainment, career preparation and re-entry activities tied to Objectives 1-3) and (b) the participation in the cooperative applied research planning, and computerized systems project activities, 1972-73 to 1973-74.
3. The central document for recording objective based external/internal evaluation of the project is the proposed "Summary of Evaluation Statements . . ." described, above, in the Evaluation Procedures section.

These data -- complete with individualized institutional publications, computer printouts with institutional data on various studies, and consortium wide data -- will be available for inspection, mid-June, by the external evaluation team.

TABLE 1
SUMMARY OF EVALUATION STATEMENTS ON ACCOMPLISHMENTS
OF COOPERATIVE PROGRAM OBJECTIVES:
INTRODUCTION

Each of the Table 1 pages contain the following evaluation items:

1. Major project objectives and sub-objectives
2. Modification of major objectives
3. Variant institutional participation in seeking to accomplish program objectives
4. Description of objective-related project activities
5. Responses of internal and external evaluators to process evaluation statements
6. Responses of internal and external evaluators to product evaluation statements
7. Evaluation of overall accomplishment (internal and external evaluation teams) of major Objectives 1-4

The table has been devised so as to incorporate a comparison of internal and external evaluation team responses to objective based evaluation statements.

TABLE 1

Summary of Evaluation Statements on Accomplishments
of Cooperative Program Objectives

Project Objectives as Stated in the 1973-74 Contingency Plan	Objectives 1-4 as Modified	Institutions Seeking to Achieve Objectives	Objective-related Activities	Evaluation of Processes Regarding Project Objectives	Evaluation of Products Regarding Project Objectives
Objective 1: To develop and implement a cooperative and effective recruitment program (with variance, where necessary) so that each member institution will, on the average, increase its total enrollment to at least 10%, all with various target group(s) persons, by the end of 1975. Note: It has been recommended that Obj. 1, as stated above, become a priority item for the 1974-75 year.	Objective 1 as modified To develop and implement, at the option of the individual institution, a cooperative and effective recruitment program (with variance, where necessary) so that each member institution will increase by variant percentages enrollment of target group persons by the end of 1975. Essentially, Objective 1 becomes an optional, not a compulsory cooperative program activity. Note: The recruitment coordinator, requested in the original proposal was not hired because of funding constraints. Consequently, the collective effort needed to do research on the target groups, to seek consultants on recruitment, and to integrate recruitment activities with local, state, and federal agencies was curtailed.	Objective 1 State ITI ✓ A-B Tech ✓ Caldwell CC & TI ✓ Catawba Valley Tech ✓ Haywood Tech ✓ Isothermal CC ✓ Southwestern Tech ___ Western Piedmont CC ✓ Wilkes CC Appalachian Vocational H. S. ___ Blue Ridge Tech ___ Forsyth Tech ___ Mitchell Tech	Objective 1 Activities 1. Special efforts to reach target group persons through brochures, tabloids, and other recruitment techniques. 2. Joint recruitment effort based on results of the high school student survey 3. Efforts to tie special recruitment activities to student services functions: counseling, orientation, retention, etc. 4. Documentation provided by individual institutions.	Objective 1: Process Evaluation Statements 1. Institutions developed and shared recruitment/outreach ideas and techniques. Evaluation Responses $\bar{X} = \frac{22}{7} = 3.14$ $\bar{X} = \frac{26}{8} = 3.25$ External Evaluation Remarks: _____ 2. Institutions joined in recruitment efforts to enroll target group persons. Evaluation Responses $\bar{X} = \frac{22}{7} = 3.14$ $\bar{X} = \frac{28}{8} = 3.5$ External Evaluation Remarks: _____ 3. Institutions used applied research data (high school survey, etc.) in recruitment efforts. $\bar{X} = \frac{32}{8} = 4.00$ $\bar{X} = 24/8 = 3.0$ External Evaluation Remarks: _____	Objective 1: Product Evaluation Statements 1. Institutions increased (by variant percentages) enrollments among target group populations. Evaluation Responses $\bar{X} = \frac{20}{7} = 2.86$ $\bar{X} = \frac{16}{8} = 2.0$ External Evaluation Remarks: _____

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TABLE 1

Summary of Evaluation Statements on Accomplishments

of Cooperative Program Objectives

(Continued)

Project Objectives as Stated in the 1973-74 Contingency Plan	Objectives 1-4 as Modified	Institutions Seeking to Achieve Objectives	Objective-related Activities	Evaluation of Processes Regarding Project Objectives	Evaluation of Products Regarding Project Objectives
Objective 2 To develop a special, more comprehensive support service program which will foster more effective learning and career placement for all students and the retention of close to 65% of the target groups recruited.	Objective 2 as modified: To develop special programs which will foster more effective learning and career placement for all students and, by variant percentages, retain the recruited target group persons. Objective 2 became an optional, not a mandatory, cooperative program activity. Note: Because of limited funding, the support services coordinator was not hired. Accordingly, institutions with varying emphasis worked on such support service elements as assessment, advising, counseling, orientation, and career re-entry.	Objective 2 Title III ✓ A-B Tech — Caldwell CC & TI ✓ Catawba Valley Tech ✓ Haywood Tech ✓ Isothermal CC ✓ Southeastern Tech ✓ Western Piedmont CC ✓ Wilkes CC Associated Western N. C. — Blue Ridge Tech — Forsyth Tech — McDowell Tech	Objective 2 Activities 1. Counseling services practices, including in-service training of current counseling staff and the hiring of counselors with sufficient competencies, have been geared toward meeting the needs of the target population. Significant in this regard are counseling services in support of developmental studies programs. 2. Work on assessment, advising, orientation, and co-curricular enrichment have been, to varying degrees, evidenced in the institutions. 3. Improved recruitment and retention of target group persons have been reported by some institutions. 4. Articulation with public agencies regarding the needs of recruited target group students has been documented.	Objective 2: Process Evaluation Statements 1. Institutions have developed and utilized special counseling practices to meet the needs of target group students. Evaluation Responses $\bar{X} = \frac{14}{6} = 2.33$ Little Accomplishment / Some Accomplishment / Moderate Accomplishment / Substantial Accomplishment / High Accomplishment Intern. Eval.: ✓ / ✓✓✓ / ✓ / ✓ / ✓ (1) (2) (3) (4) (5) Extern. Eval.: ✓ / ✓✓ / ✓✓✓ / ✓ / ✓ $\bar{X} = 23/8 = 2.88$ External Evaluation Remarks 2. Support services personnel -- as far as assessment, advising, orientation, co-curricular enrichment, and job placement activities are concerned -- have developed ideas and techniques aimed at meeting the needs of target group persons. Evaluation Responses $\bar{X} = \frac{19}{6} = 3.17$ Little Accomplishment / Some Accomplishment ✓ / Moderate Accomplishment ✓✓✓ / Substantial Accomplishment ✓✓ / High Accomplishment Intern. Eval. (1) (2) (3) (4) (5) Extern. Eval.: ✓ / ✓✓ / ✓✓ / ✓✓ / ✓ $\bar{X} = \frac{24}{8} = 3.0$ External Evaluation Remarks 3. Institutions, through support services personnel, have sought to involve public agencies in a collective effort to identify and meet the needs of target group persons.	Objective 2: Product Evaluation Statements 1. Institutions improved (by variant percentages) the retention of target group persons. Evaluation Responses $\bar{X} = 14/5 = 2.80$ Little Accomplishment / Some Accomplishment ✓ ✓ / Moderate Accomplishment ✓✓ / Substantial Accomplishment ✓ / High Accomplishment Intern. Eval. (1) (2) (3) (4) (5) Extern. Eval.: ✓✓✓ / ✓✓ / ✓ / ✓ $\bar{X}$ 18/8 = 2.25 External Evaluation Remarks BEST COPY AVAILABLE Evaluation Responses $\bar{X} = 18/6 = 3.00$ Little Accomplishment / Some Accomplishment ✓ / Moderate Accomplishment ✓ / Substantial Accomplishment ✓✓✓ / High Accomplishment Intern. Eval. (1) (2) (3) (4) (5) Extern. Eval.: ✓ / ✓✓✓ / ✓✓ / ✓ / ✓ $\bar{X} = 22/8 = 2.75$ External Evaluation Remarks

TABLE 1

Summary of Evaluation Statements on Accomplishments
of Cooperative Program Objectives
(Continued)

Project Objectives as Stated in the 1973-74 Contingency Plan	Objectives 1-4 as Modified	Institutions Seeking to Achieve Objectives	Objective-related Activities	Evaluation of Processes Regarding Project Objectives	Evaluation of Products Regarding Project Objectives
Objective 3: To do additional planning for identification of new program needs and to provide for more adequate utilization and substantial modification of existing instructional program to meet the education/career needs of all students with emphasis on target population.	Objective 3 as modified: To plan, implement and evaluate curricular program elements -- modifying existing instructional programs where necessary -- in order to meet the education/career needs of all students and (where possible) giving special attention to the target group. As with Objectives 1 and 2, the degree to which Objective 3 special curricular work was done to meet the target group needs, became an individual, institutional matter. Since a coordinator was not hired to organize and implement special curricular programs for target groups, the sharing of target group oriented ideas and techniques became an informal consortium function.	Objective 3 Title III A-B Tech Caldwell CC & TI Catawba Valley Tech Haywood Tech Isothermal CC Southwestern Tech Western Piedmont CC Wilkes CC Associated Western N. C. Blue Ridge Tech Forsyth Tech McDowell Tech	Objective 3 Activities 1. Developmental program activity at several institutions were considered to be major Title III supported program elements. 2. In-service training sessions which prepared instructors for implementing instructional techniques especially suited for target group persons were held in several of the two-year institutions. 3. Innovative assessment (cognitive style mapping) activities have been explored for special use in helping target group students with their adjustment to the learning process. 4. And curricular materials believed to be beneficial to the target group learning experience were collected and utilized.	Objective 3: Process Evaluation Statements 1. Institutions, on an individual basis, developed, implemented, and evaluated developmental studies programs. Evaluation Responses $\bar{X} = \frac{17}{5} = 3.40$ Little Accomplishment / Some Accomplishment / Moderate Accomplishment / Substantial Accomplishment / High Accomplishment Internal Eval. (1) ✓ (3) ✓✓ (1) ✓✓ (4) ✓✓✓ (3) ✓ External Eval. (1) ✓ (3) ✓✓ (1) ✓ (4) ✓✓✓ (3) ✓ $\bar{X} = \frac{17}{8} = 2.13$ External Evaluation Remarks: 2. Institutions, on an individual basis, held in-service training sessions to prepare instructors for the teaching of target group persons. Evaluation Responses $\bar{X} = \frac{20}{7} = 2.85$ Little Accomplishment / Some Accomplishment / Moderate Accomplishment / Substantial Accomplishment / High Accomplishment Internal Eval. (1) ✓ (3) ✓✓ (1) ✓ (4) ✓✓✓ (3) External Eval. (1) ✓ (3) ✓✓ (1) ✓ (4) ✓ (3) $\bar{X} = \frac{17}{8} = 2.3$ External Evaluation Remarks: 3. Institutions, on an individual basis, made efforts to integrate support services activities into the curricular/instructional plan to improve the learning experience for target group persons. Evaluation Responses $\bar{X} = \frac{16}{6} = 2.67$ Little Accomplishment / Some Accomplishment / Moderate Accomplishment / Substantial Accomplishment / High Accomplishment Internal Eval. (1) ✓ (3) ✓✓ (1) ✓ (4) ✓✓ (3) External Eval. (1) ✓ (3) ✓✓ (1) ✓✓ (4) (3) $\bar{X} = \frac{15}{6} = 2.25$	Objective 3: Product Evaluation Statements 1. Institutions produced, through the use of Research Coordinators Planning Guides, a data based assessment of curricular program inputs and outputs (past and projected). Evaluation Responses $\bar{X} = \frac{21}{6} = 3.50$ Little Accomplishment / Some Accomplishment / Moderate Accomplishment / Substantial Accomplishment / High Accomplishment Internal Eval. (1) (2) ✓ (3) ✓✓ (4) ✓ (3) ✓ External Eval. (1) (3) ✓ (4) ✓✓ (3) (1) $\bar{X} = \frac{24}{8} = 3.0$ External Evaluation Remarks

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TABLE I

Summary of Evaluation Statements on Accomplishments of Cooperative Program Objectives

(continued)

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Project Objectives as Stated in the 1973-74 Contingency Plan	Objectives 1-4 as Modified	Institutions Seeking to Achieve Objectives	Objective-related Activities	Evaluation of Processes Regarding Project Objectives	Evaluation of Products Regarding Project Objectives
Objective 4: To conduct research (as the basis for long-range planning) toward resolving the educational career needs of actual and potential member institutions students and toward developing a comprehensive, coordinated plan of initial systems development which, implemented in phases, completed by the end of 1976, will substantially enhance management effectiveness, as measured by the success of all objectives, involvement in the management training programs and positive reaction thereto, and measurable response commitment (time, personnel release, compliance to high level aid needed and requested, etc.)	Objective 4 as modified: Since this research and planning objective pertained, as written, to an integrated program to be carried out as stipulated in the original proposal (1973-74) the modification of this objective included a continued and new attack on those objective-related areas: (a) applied research studies, (b) institutional long range planning, and (c) systems development and implementation in the two-year institutions. Regarding these three areas, sub-objectives to Objective 4 have been written and are presented in the "activites column."	Objective 4, Sub-objective a Title III ✓ A-B Tech ✓ Caldwell CC & TI ✓ Catawba Valley Tech ✓ Haywood Tech ✓ Isothermal CC ✓ Southwestern Tech ✓ Western Piedmont CC ✓ Wilkes CC Appalachian Vocations H. S. ✓ Blue Ridge Tech Forsyth Tech ✓ McDowell Tech Note: Ten institutions (20 counties) worked cooperatively on this survey.	Objective 4, Activities and Sub-objectives Applied Research 1. To conduct a business-industry-opportunity survey to determine how two-year institutions might better meet the needs of all persons (target group included) in the institutional service Activities -Designing survey -Developing questionnaire -Administering questionnaire -Importance of interviewing process -Output-oriented planning tied to job market conditions Documentation -Plan for the Business Community Survey -Progress Report No. 5 on project work -Business/Industry/Community Survey: A Component in Long-range Plans Required by State Policies	Objective 4: Process Evaluation Statements 1. Institutions worked cooperatively in designing, administering and preparing business-industry survey results. Evaluation Responses $\bar{X} = \frac{36}{8} = 4.50$ Little Accomplishment / Some Accomplishment / Moderate Accomplishment / Substantial Accomplishment / High Accomplishment Interm. Eval.: (1) (2) ✓ ✓ ✓ External Eval.: (1) (2) ✓ ✓ ✓ $\bar{X} = 35/8 = 4.38$ External Evaluation Remarks: _____ 2. Institutions improved relationships with area business firms and gained valuable job-market planning information. Evaluation Responses $\bar{X} = \frac{34}{8} = 4.25$ Little Accomplishment / Some Accomplishment / Moderate Accomplishment / Substantial Accomplishment / High Accomplishment Interm. Eval.: (1) (2) ✓ ✓ ✓ External Eval.: (1) (2) ✓ ✓ ✓ $\bar{X} = 36/8 = 4.50$ External Evaluation Remarks: _____	Objective 4: Product Evaluation Statements 1. Institutions used job-market information, producing output-oriented long-range plans for meeting the education training needs of all persons (including target group) in service areas. Evaluation Responses $\bar{X} = \frac{25}{7} = 3.57$ Little Accomplishment / Some Accomplishment / Moderate Accomplishment / Substantial Accomplishment / High Accomplishment Interm. Eval.: (1) (2) ✓ ✓ ✓ External Eval.: (1) (2) ✓ ✓ ✓ $\bar{X} = 28/8 = 3.63$ External Evaluation Remarks: _____

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TABLE 1

Summary of Evaluation Statements on Accomplishments
of Cooperative Program Objectives
(Continued)

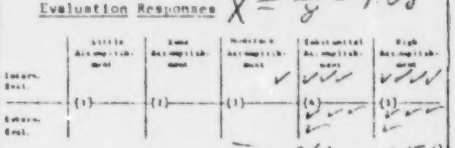
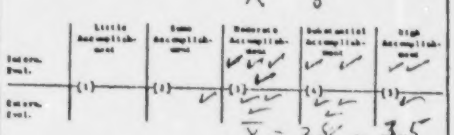
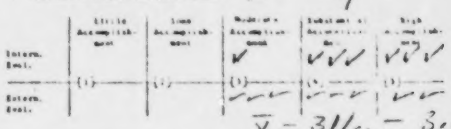
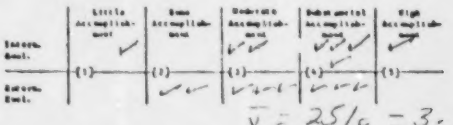
Project Objectives as Stated in the 1973-74 Contingency Plan	Objectives 1-4 as Modified	Institutions Seeking to Achieve Objectives	Objective-related Activities	Evaluation of Processes Regarding Project Objectives	Evaluation of Products Regarding Project Objectives
Objective 4: (Cont.)	Objective 4 as modified: (Cont.)	Objective 4, Sub-objective a	Objective 4, Activities and Sub-objectives	Objective 4: Process Evaluation Statements	Objective 4: Product Evaluation Statements
		Title III (N.C. Survey) ✓ A-B Tech ✓ Caldwell CC & TI ✓ Catawba Valley Tech ✓ Haywood Tech ✓ Isothermal CC ✓ Southeastern Tech ✓ Western Piedmont CC ✓ Wilkes CC Associated Western N. C. ✓ Blue Ridge Tech ✓ Forsyth Tech ✓ McDowell Tech Note: Eleven institutions (22 counties) worked on the survey. Population increased from 5,000 to over 11,000. Title III (Follow-up Studies) ✓ A-B Tech ✓ Caldwell CC & TI ✓ Catawba Valley Tech ✓ Haywood Tech ✓ Isothermal CC ✓ Southeastern Tech ✓ Western Piedmont CC ✓ Wilkes CC Associated Western N. C. — Blue Ridge Tech — Forsyth Tech ✓ McDowell Tech	2. On-going Applied Research a. To conduct a high school survey and utilize the results for academic and administrative programs. Activities Admn. Survey Counseling Recruitment Long-range plans Curricular modification Documentation H. S. Study Publication Inst. long-range plans Computer printouts b. To conduct alumni and attrition studies utilizing data for admn. programs. Activities Counseling Job Placement Program Eval. Curricular Prog. Analysis of curriculum/job output Business-industry survey Documentation Alumni Studies Attrition Studies Research Coords. Planning Guides Computer Printouts c. Special Projects Individual Institutions	3. Institutions worked cooperatively in administering the high school survey and utilizing the results for academic and administrative purposes. Evaluation Responses $\bar{X} = \frac{35}{8} = 4.38$  $\bar{X} = 34/8 = 4.50$ External Evaluation Remarks: _____ 4. Institutions administered and utilized results of alumni and attrition studies. Evaluation Responses $\bar{X} = \frac{30}{8} = 3.75$  $\bar{X} = 25/8 = 3.5$ External Evaluation Remarks: _____	2. Data from the high school survey was utilized for recruitment, counseling, institutional research analysis, curricular program modification, long-range planning, and consortium vo-tech trend data. Evaluation Responses $\bar{X} = \frac{30}{7} = 4.29$  $\bar{X} = 31/8 = 3.88$ External Evaluation Remarks: _____ 3. Data from alumni and attrition studies was utilized for curricular program review, counseling, business-industry survey job/curriculum program clusters, and vo-tech program planning. Evaluation Responses $\bar{X} = \frac{28}{8} = 3.50$  $\bar{X} = 25/8 = 3.13$ External Evaluation Remarks: _____

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TABLE 1

Summary of Evaluation Statements on Accomplishments
of Cooperative Program Objectives
(Continued)

Project Objectives as Stated in the 1973-74 Contingency Plan	Objectives 1-4 as Modified	Institutions Seeking to Achieve Objectives	Objective-related Activities	Evaluation of Processes Regarding Project Objectives	Evaluation of Products Regarding Project Objectives
Objective 4: (Cont.)	Objective 4 as modified: (Cont.)	Objective 4, Sub-objective b Title III (1-c Planning) ✓ A-B Tech ✓ Caldwell CC & TI ✓ Catawba Valley Tech ✓ Haywood Tech ✓ Isothermal CC ✓ Southeastern Tech ✓ Western Piedmont CC ✓ Wilkes CC Associated Western N. C. ✓ Blue Ridge Tech — Forsyth Tech ✓ Rockwell Tech Note: Fourteen institutions are engaged in open-door, target group oriented planning.	Objective 4, Activities and Sub-objectives 1. To utilize business-industry survey results, applied research data, and a review of institutional administrative and academic programs in the development of institutional long-range plans. Activities --All functions concomitant with above defined objective. --Becoming Aware of Community Needs. --Planning seminar (February 12) --Creating guidelines for development of long-range plans Documentation "Essential Elements in Long-range Planning" "Consortium Study Data: Uses in Planning" Computer Printouts: All Consortium Studies	Objective 4: Process Evaluation Statements 1. Institutions worked cooperatively in gathering, assessing, and utilizing data on the western North Carolina region in the development of individual long-range plans. Evaluation Responses $\bar{X} = \frac{30}{8} = 3.75$ Little Accomplishment / Some Accomplishment / Moderate Accomplishment / Substantial Accomplishment / High Accomplishment Interm. Eval.: (1) ✓ / (2) ✓ / (1) ✓ / (4) ✓✓✓ / (1) ✓ Interm. Eval.: ✓✓ / ✓✓ / ✓✓ / ✓✓ / ✓✓ $\bar{X} = 32/8 = 4.0$ External Evaluation Remarks:	Objective 4 Product Evaluation Statements 1. Institutions are producing or have produced long-range plans. Evaluation Responses $\bar{X} = \frac{24}{7} = 3.43$ Little Accomplishment / Some Accomplishment / Moderate Accomplishment / Substantial Accomplishment / High Accomplishment Interm. Eval.: 0 / ✓ / ✓ / ✓✓ / ✓ Interm. Eval.: (1) ✓ / (2) ✓✓ / (1) ✓✓ / (3) ✓✓ / (1) ✓ $\bar{X} = 24/8 = 3.25$ External Evaluation Remarks:

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TABLE 1

Summary of Evaluation Statements on Accomplishments
of Cooperative Program Objectives
(Continued)

Project Objectives as Stated in the 1973-74 Contingency Plan	Objectives 1-4 as Modified	Institutions Seeking to Achieve Objectives	Objective-related Activities	Evaluation of Processes Regarding Project Objectives	Evaluation of Products Regarding Project Objectives
Objective 4: (Continued)	Objective 4 as modified (Continued)	Objective 4, Sub-objective c Title III (Systems Development) ✓ A.B Tech — Caldwell CC & TI — Catawba Valley Tech ✓ Haywood Tech ✓ Isothermal CC — Southwestern Tech ✓ Western Piedmont CC ✓ Wilkes CC Associated Western N. C. — Blue Ridge Tech — Forsyth Tech — Gaston Tech Note: This 1973-74 year seven institutions have implemented the ASU Computer Center student data systems. This system, especially designed for the Title III Consortium two-year institutions, has been modified and adopted for use in the university.	Objective 4 Activities and Sub-objectives Systems Development and Implementation To establish institutional management information systems (MIS) by implementing computerized student data systems. Activities For services to admissions, class scheduling, registration, reporting (IR), and grade processing --Registrar Base --Registrar Master --Course Title Directory --Test File Documentation Progress Report No. 3 22 Computer Generated Reports	Objective 4: Process Evaluation Statements 1. The implementation of the computerized student data systems aided the overall management and control of academic and administrative information. Evaluation Responses $\bar{X} = \frac{21}{5} = 4.20$ Little Accomplishment / Some Accomplishment / Moderate Accomplishment / Substantial Accomplishment / High Accomplishment Interm. Eval.: (1) ✓ (2) (3) ✓ ✓ (4) ✓ ✓ (5) ✓ Interm. Eval.: (1) ✓ ✓ (2) (3) ✓ (4) ✓ (5) ✓ $\bar{X} = 25/8 = 3.13$ External Evaluation Remarks:	Objective 4 Product Evaluation Statement 1. The implemented computerized management information systems improved information control and flow, providing reports for administrative service and student service units. Evaluation Responses $\bar{X} = \frac{21}{5} = 4.20$ Little Accomplishment / Some Accomplishment / Moderate Accomplishment / Substantial Accomplishment / High Accomplishment Interm. Eval.: (1) (2) (3) ✓ ✓ (4) ✓ ✓ (5) ✓ ✓ Interm. Eval.: (1) ✓ ✓ (2) (3) ✓ ✓ (4) ✓ (5) ✓ $\bar{X} = 22/8 = 2.75$ External Evaluation Remarks:

Appendix C.

Wilkes Community College
External Evaluation Report
by
Dr. Louis Bender

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I. EVALUATION METHOD AND PROCEDURES

The external evaluator completed the evaluation of the WCC Title III Project in three phases. First, copies of Title III proposals, working documents, and the WCC Internal Evaluation Report were all received by mail for review and analysis. A series of questions were developed as a consequence of this content analysis which were then used in Phase II. A two-day, on-site visit to WCC June 10-11 enabled the evaluator to meet with members of the institutional evaluation committee, officials, and a random sample of faculty and community leaders. This Phase II activity led to a collection of additional information and data, including reports of other member institutions in the Title III Appalachian Consortium Special Development Project. The last phase, Phase III, was completed June 12 through an analysis of interview notes, documents, reports, and other published information provided by officials of the Wilkes Community College.

Among individuals interviewed during Phase II, considerable time was spent with the following individuals:

Mr. Joseph Austell, Director of the Physical Science Division

Mr. Bill Davis, Director of Life Science Division

Mr. Phil Lewis, Director, Business and Commerce Division

Dr. Robert Mayer, Director of the General Studies Division

Mr. Stokes Pearson, Director of the Continuing Education Division

Dr. W. R. Richardson, Institutional and Consortium Coordinator

Dr. W. F. Snyder, Research Coordinator, Chairman

Mr. Bob Thompson, Director of the Guidance Division

Dr. Howard E. Thompson, President

Each institutional objective was examined with the view of identifying evidence that measurable outcomes had been achieved which would demonstrate a reasonable guarantee each objective had been met within any constraints originally identified.

II. EVALUATION BY OBJECTIVES

A. Consortium Contingency Plan

The Appalachian Consortium Special Development Project for 1973-74 was severely limited due to a reduction in federal funds available for consortium action from those requested for the project as originally proposed. Wilkes Community College had requested $175,171 in federal funds, but received $25,336 for direct institutional activities. Thus only less than 15% of the resources originally requested were available. A contingency plan and budget developed as a consequence of the reduced funding (approved by federal officials as well as consortium institutions) committed the member institutions to concentrate primarily upon:

Objective #4

"To conduct research (as the basis for long-range planning) toward resolving the educational/career needs of actual and potential member institution students and toward developing a comprehensive, coordinated plan or initial systems development which, implemented in phases to be completed by the end of 1976, will substantially enhance management training programs and positive reaction thereto, and measurable response commitment (time, personnel, release, compliance to high level aid needed and requested, etc.)"

Wilkes Community College clearly achieved the objectives as stated having produced among other things:

A 1974 High School Image Study

An Attrition Study

An expanded WCC student data system providing information on student characteristics, academic program progress, demographic data, grade patterns, etc.

An Alumni Study of 1973 graduates

A Business/Industry/Community Survey

An Education Needs Survey Instrument

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In addition to these accomplishments, the climate for seeking answers to educational/career needs and the improvement of the educational program in general permeated the WCC activities for 1973-74 as evidenced by additional research projects conducted by WCC personnel.

Analysis of Spring '73 Students: Relationships Between GPA and Employment of Students. Faye Byrd, Emily Gloster, and others

English Articulation: Secondary/Post-Secondary A Pilot Study Involving Wilkes Community College and High Schools In Its Service Area. Essie Hayes

Faculty Morale Study. Art Gloster

Reasons Wilkes County High School Students Attend Four-Year Institutions. John Berry, Robert Goforth, and Jack Hadley

Wilkes Community College Students: A Comparison and Profile. Emily Gloster

Finally, a series of statistical reports were produced on a regular basis and used for planning and institutional development. A list of such reports is included in the WCC Institutional Report under Appendix IV.

B. Consortium Institutional Plan

The contingency plan approved by federal officials authorized individual institutions to work on any additional objectives over and above Objective #4 upon which all member institutions were committed. WCC elected to work on each of the original objectives to the extent funds would permit.

Objective #1

"To develop and implement a cooperative and effective recruitment program (with variance, where necessary) so that each member institution will, on the average, increase its total enrollment by at least 10%, all with various target group(s) persons, by the end of 1975."

Activities - WCC chose to consider its entire three-county service area as the target group. Examination of the efforts and activities of the year, however, reveal that primary focus was upon the high school level and thus was more directly related to this constituency (and veterans as another target group) with less emphasis upon older target groups or those

which could be identified by ethnic, socio-economic, or other criteria. Activities focusing upon high school aged students were rooted in a systematic approach of research, analysis, and action. The High School Image Study was used to develop specific plans of action. High school counselors and teachers were provided direct orientation programs of the services of the institution and the faculty at WCC, together with high school teachers, met in discipline areas to develop better curriculum articulation.

Three workshops were held for curriculum articulation and two for counselors. Considerable effort was directed toward improving the public information program of WCC by use of pamphlets, brochures, media, and other techniques including direct mailing to 15,796 homes in Wilkes County. In addition, a summer "satellite career education counseling and information service" was initiated whereby counselors from the school system were employed to broaden the outreach activities of the college in the service area. These ten counselors were in addition to the four counselor associates employed throughout the year who were assigned specific duties according to target groups being served. The general public relations program also included a tour by the college orchestra during the academic year throughout the service area providing three concerts for school children.

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Outcomes - It is clear Wilkes Community College significantly broadened its image in its service area through these efforts. Much activity was undertaken and most successfully. WCC can systematically continue this pattern in the future and, it is the impression of the external evaluator that such a commitment exists.

Objective #2

"To develop a special, more comprehensive support service program which will foster more effective learning and career placement for all students and the retention of close to 65% of the target groups recruited."

Activities - WCC has involved faculty advisors to improve its student service program as well as utilizing the four counselor associates to work directly with target groups. Considerable effort has been made to assist enrolled students at WCC to find part-time employment. A Career Placement Day program has been initiated with the hope of assisting students to meet employers. The Business/Industry/Community Survey data and experience should assist WCC in making this experience more meaningful and in broadening it to include direct interface with potential employers.

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Some effort was made during the year to sensitize faculty and staff to the different requirements of various target groups. A "human potential" seminar was held for this purpose.

Outcomes - Objective #2 was met to the extent funds would permit. The major benefit, however, lies in the rich resource available to WCC to move ahead during 1974-75 on the basis of information from the Business/Industry/Community Survey and the contacts made between institutional representatives and employers throughout that process.

In the judgment of the external evaluator, Objective #2 is an area where the college has an excellent opportunity to build and develop during the new year because of the solid base of achievement from 1973-74.

Objective #3

"To do additional planning for identification of new program needs and to provide for more adequate utilization and substantial modification of the existing instructional program to meet the educational/career needs of all students with emphasis on the target population."

Activities - The procedure and methodology used in development of the Business/Industry/Community Survey undoubtedly represents a significant achievement and outcome even though it was not originally perceived as a primary objective. The fact actual field interviews were used with a large number of employers (all those employing 50 or more and many employers of smaller organizations) provided opportunities for good public relations, reinforcement of the knowledge that WCC would respond to needs and opportunities identified by business, industry, or community groups and reaffirmed the resource WCC graduates represent for the manpower needs of the area. The external evaluator conducted a series of selected telephone interviews with employers randomly selected from the telephone directory and found a high degree of identification with the institution on the part of those responding. This informal test convinced the external evaluator that WCC is well known and well thought of by the business and industrial community.

In approaching tasks related to Objective #3, the WCC staff wisely examined the data from the High School Image Study as well as that produced by the B/I/C Survey.

Analysis of data from these two sources providesan excellent opportunity for faculty and staff development during the coming year as it relates to program development, student counseling, and strategies for institutional response.

Outcomes - The faculty, student services staff, and other administrative officials of WCC have achieved a great deal in bringing the college image before the larger community and in developing a base from which considerable effort can be directed in 1974-75. The manpower data, updated regularly, together with the other information already on computer should enable the college to modify or add programs which are relevant and appropriate. Utilization of attrition and alumni study information should then enable the faculty and staff to improve existing offerings through more precise knowledge of the usefulness of courses and the extent to which competency-based requirements are being met. In the judgment of the external evaluator, Wilkes Community College successfully achieved Objective #3 within the constraints of the limited resources.

III. RECOMMENDATIONS FOR FUTURE ACTIVITIES

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The external evaluator believes the Wilkes Community College Title III Project for 1973-74 could well be used as a model for other institutions throughout the nation. One of the hallmarks of the WCC project is the deliberate effort of the institution to improve upon past experience and through a sober evaluation of what it has attempted to do. The following recommendations are submitted in the spirit of further refinement and improvement.

1. It is recommended that WCC develop a utilization plan for the data resource base generated during 1973-74. This plan should relate to total institutional efforts on a long-range and a short-range basis.

2. In order to guarantee total institutional development and overall coordination of efforts, it is recommended that an administrative staff member be assigned the responsibility with commensurate authority to plan and implement a year-long endeavor of staff and program development consistent with the utilization plan described above.

3. It is recommended that the Title III project for 1974-75 be related to the overall utilization plan.

4. It is recommended that more precise goals with measurable outcomes be identified for the 1974-75 Title III. In view of the low federal funding available, efforts might be restricted to a few of the consortium objectives toward which a specific plan of action can be directed which assures quantification of outcomes. WCC could continue its overall institutional development efforts while targeting on the consortium objective as one of the constituent institutional members.

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IV. SUMMARY

The Wilkes Community College Title III funds were dedicated to all four objectives of the original consortium proposal. This was in spite of the fact that federal funds appropriated were less than 15% of those requested for the original project envisioned. The college, through wise planning, efficient execution, and a high degree of commitment and dedication, achieved far more than the 15% funding level would have permitted. In a sense, the federal funds were used as multipliers by the college. The funds made it possible for personnel to improve communications between the college and its service area including industry, business, and community groups. The funds also generated a rich resource of information on students, manpower requirements, community needs, and attitudes which will be an important base for continued staff and program development. It can honestly be said there was not only a high return for the federal Title III money expended, but a bonus as well.

While the federal government received its money's worth, Wilkes Community College should be grateful for its rewards as well. Elements of an effective management information system, instrumentation for data collection, experience in conducting necessary research and studies, as well as a data bank of potentially valuable information, all were outcomes of the 1973-74 activities. In the judgment of the external evaluator, Wilkes Community College also received indirect benefits from the degree of involvement with its service area. Positive relations were reinforced or established which can be the basis for future planning and action by all parties. Services to students have been improved and additional services for potential students formerly not served will undoubtedly become part of the regular college offering. Articulation efforts with the high school, additional efforts to interface with business, industry, and community groups and better utilization of advisory committees are all outcomes of the Title III project at WCC.

It is imperative that WCC continue the total activity it has begun. The external evaluator also believes the Wilkes Community College project is a model which should be shared with other institutions throughout the nation.

Appendix D.

Office of Institutional Research and Planning
Established at
Caldwell Community College
and
Technical Institute

OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING

In this age of accountability where decisions are based more on data than on intuition and past experiences of administrators, institutional research plays an important part in the decision making apparatus of an academic institution. Recognizing the importance and potential of institutional research, Caldwell Community College and Technical Institute has established the office of Institutional Research and Planning.

The research conducted by this office is oriented towards students and their needs. Annually projects are undertaken to determine the educational plans and needs of high school seniors; information on our graduates to determine if the education they received at Caldwell Community College and Technical Institute helped them in making their lives better and productive in a democrative society; and to determine why students withdraw from the institution before completing the program. Periodically, every five years, studies are conducted to determine the available jobs to our graduates from occupational programs for the next five or ten years.

The data collected from these projects and other publications is used in long-range planning of the institution, which is another major function of this office. This planning helps the institution in improving the quality of educational services it provides to the adults in the community, and also to initiate or eliminate educational programs according to the need in the community. The function of a community college is to provide educational opportunities to every adult in the community and the office of institutional research and planning provides the information that can give direction to achieve that goal.

The office of Institutional Research and Planning prepares proposals to secure funds for special projects from private foundations, state government, and federal government. These funds provide opportunities to our instructors to be innovative and try new instructional techniques which can be applied directly to the class room teaching. Most frequently, these innovations result in better comprehension of the subject matter and a wider spectrum of available courses to the student.

Other functions of the office include processing the data, providing statistical analysis, and designing evaluation for the research projects undertaken by faculty and staff. The office also serves the function of the data bank on the campus and responds to information required by outside agencies.

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